

Denise Juneau, Superintendent
Montana Office of Public Instruction
www.opi.mt.gov

EXHIBIT #2
DATE 2/2/2009
HB 2

OFFICE OF PUBLIC INSTRUCTION PRESENTATION TO APPROPRIATIONS SUBCOMMITTEE ON EDUCATION

FEBRUARY 2 – FEBRUARY 5, 2009

Room: 472 State Capitol

MONDAY, FEBRUARY 2, 2009 10:00 AM – 12:00 Noon

AGENCY BUDGET OVERVIEW

	<u>Topic</u>	<u>Presenter</u>
I.	Agency Overview	Superintendent Juneau

STATE LEVEL ACTIVITIES PROGRAM (06)

	<u>Topic</u>	<u>Presenter</u>
I.	How Services are Provided	
	a. Office of the Superintendent	Madalyn Quinlan
	b. Department of Education Services	Nancy Coopersmith
	c. Department of Operations	Joan Anderson
II.	2009 Biennium Program Initiatives	
	a. Curriculum Specialists	Nancy Coopersmith
	b. K-12 Data Systems	Madalyn Quinlan
	c. Indian Education for All	Superintendent Juneau
	d. Indian Student Achievement	Superintendent Juneau

TUESDAY, FEBRUARY 3, 2009 8:00 AM – 12:00 Noon

STATE LEVEL ACTIVITIES PROGRAM (06)

(Continued)

	<u>Topic</u>	<u>Presenter</u>
III.	Executive Budget – 2011 Biennium	
	a. Present Law Adjustments	Julia Dilly
	(PL) DP 7 - Audiological Services	
	(PL) DP 14 - Traffic Education Budget Adjustment	
	(PL) DP 15 - Indirect Cost of Base Adjustments	
	(PL) DP 19 - Federal Grant Award Adjustments – Program 06	
	b. Proprietary Fund Rates	Julia Dilly
	Indirect Cost Pool Rate Adjustment	
	Montana D.R.I.V.E. Rate Adjustment	
IV.	Elected Official Requests – 2011 Biennium	
	a. Present Law Adjustments	
	(PL) DP 97 - National Board Certification	Madalyn Quinlan
	(PL) na - Exempt State Special Revenue	
	Funds from Vacancy Savings	
	Requirement	Bob Runkel
	b. New Proposals	
	(NP) DP 25 - Educator Licensure	Ann Gilkey
	(NP) DP 26 - Student Assessment	Judy Snow

Public Comment

LOCAL EDUCATION ACTIVITIES PROGRAM (09)

- | | <u>Topic</u> | <u>Presenter</u> |
|-----|---|-----------------------|
| I. | Local Education Activities Program | |
| | a. Overview | Superintendent Juneau |
| | Deferred Maintenance | |
| | Full-Time Kindergarten | |
| | Indian Education for All | |
| | Economic Stimulus Package | |
| II. | Executive Budget - 2011 Biennium | |
| | a. Present Law Adjustments | Joan Anderson |
| | (PL) DP 1 - K-12 Base Aid | |
| | (PL) DP 2 - Special Education-Maintain
Fiscal Effort | |
| | (PL) DP 4 - Pupil Transportation | |
| | (PL) DP 10 - School Block Grants – HB 124 | |
| | (PL) DP 11 - School Facilities Reimbursement | |
| | (PL) DP 18 - Biennial Appropriations – Program 09 | |
| | (PL) DP 20 - Federal Grant Award Adj – Program 09 | |
| | (PL) DP 100 - Guarantee Account Adjustment | |
| | (PL) DP 201 - K-12 BASE Aid – Present Law ANB Adjust | |

Wednesday February 4, 2009 8:00 AM – 12:00 Noon

LOCAL EDUCATION ACTIVITIES PROGRAM (09)

(Continued)

- | | | |
|------|--|---------------|
| b. | New Proposals | |
| | (NP) DP 5 - Special Education Inflation | Bob Runkel |
| | (NP) DP 101 - Quality School Facility Program | Nancy Hall |
| III. | Elected Official Requests - 2011 Biennium | |
| | a. New Proposals | |
| | (NP) DP 8 – State Tuition for Homeless
Students | Joan Anderson |
| | (NP) DP 22 - Pupil Transportation – Increase | Joan Anderson |

(NP) DP 24 – Gifted and Talented	Nancy Coopersmith
(NP) DP 28 – Raise Quality Educator payment to \$4,600 and \$6,200	Madalyn Quinlan
(NP) na – At-Risk Student Payment Inflationary Increase	Madalyn Quinlan
(NP) DP 92 – Quarter-time ANB funding for 135 hours	Madalyn Quinlan
(NP) DP 94 – Adult Basic Education (3% Inflation)	Bob Runkel
(NP) DP 95 – Support of Regional Service Areas	Bob Runkel

Closing Remarks

Public Comment

THURSDAY, FEBRUARY 5, 2009 8:00 AM–12:00 Noon

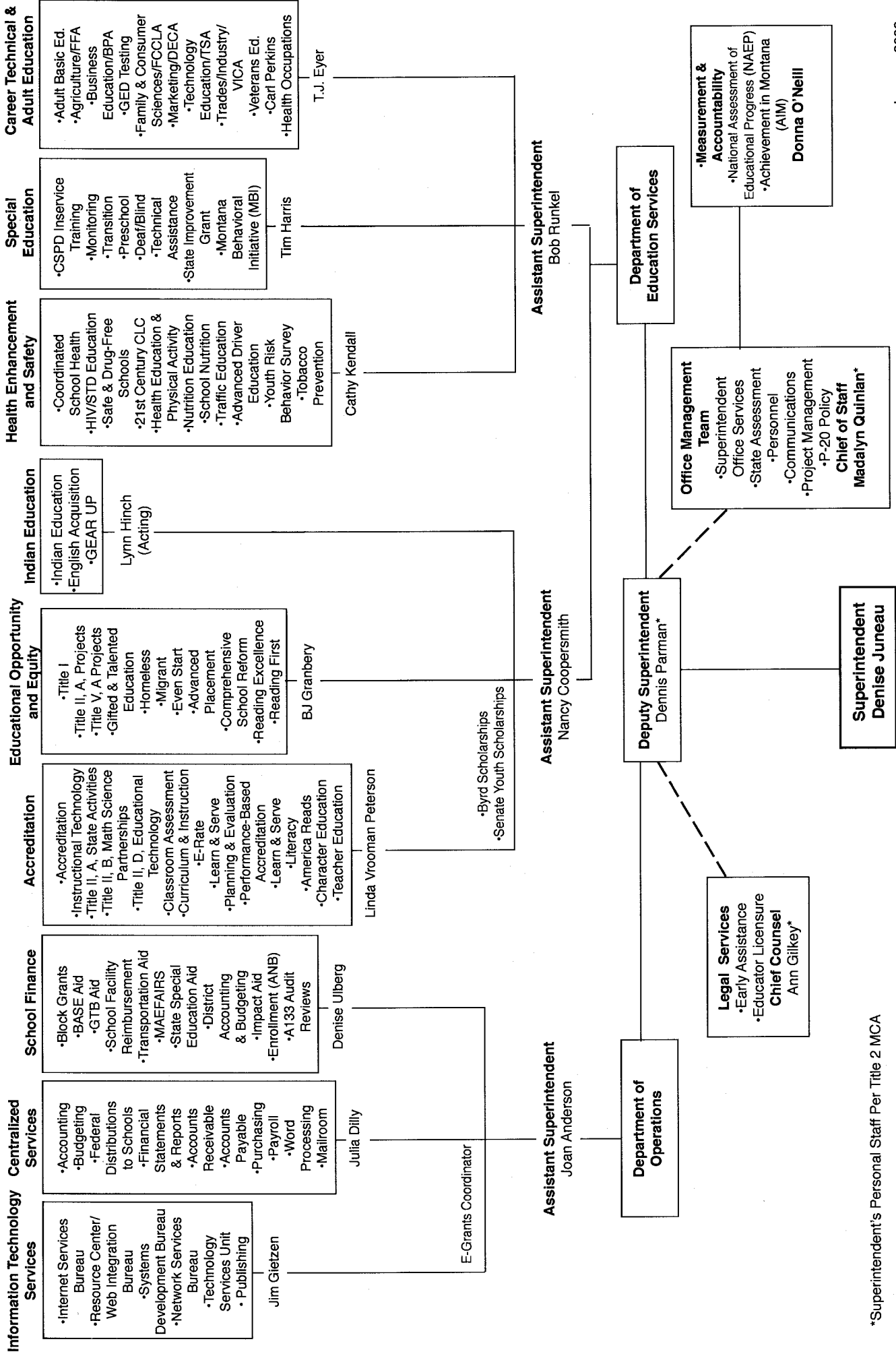
**STATE LEVEL ACTIVITIES PROGRAM (06) AND
LOCAL EDUCATION ACTIVITIES PROGRAM (09)**

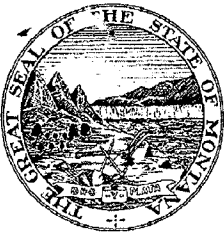
I. State Education Activities Program 06 - Executive Action

II. Local Education Activities Program 09 – Executive Action



MONTANA OFFICE OF PUBLIC INSTRUCTION ORGANIZATIONAL CHART





OFFICE OF PUBLIC INSTRUCTION

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Denise Juneau
Superintendent

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Mission, Goals and Objectives

Mission: It is the mission of the Office of Public Instruction to improve teaching and learning through communication, collaboration, advocacy, and accountability to those we serve.

Program 06: STATE LEVEL ACTIVITIES

- GOAL 1:** Support schools so that all students can achieve high standards
GOAL 2: Assess and communicate the quality and achievements of K-12 education
GOAL 3: Provide access to and management of information and data related to K-12 school improvement
GOAL 4: Deliver quality instruction through professional development
GOAL 5: Support accountability and improvement in all Montana schools

GOAL 1: Support schools so that all students can achieve high standards

- Provide training to implement Board of Public Education accreditation standards
- Provide training to assist districts and schools with the development of data-driven 5 Year Comprehensive Education Plans
- Provide targeted assistance and training for low performing and/or at-risk students and schools
- License educators in compliance with the rules of the Board of Public Education
- Provide assistance to Montana educators in the efficient and effective use of resources
- Assist in the development of partnerships to extend and enhance the resources of school districts
- Provide technical assistance to schools to serve students with special needs
- Make timely and correct payments of state and federal aid to Montana's local education agencies
- Assist school districts in completing their annual budgets, maintaining their accounting records and preparing their financial reports
- Present accounting/budgeting workshops in seven regions across the state to an audience of school district officials, county officials and local government auditors
- Update all budget and accounting forms, instructions and policy guidance at a minimum of once each year
- Provide comprehensive and focused technical assistance to local districts to increase the achievement and graduation rates of American Indian students.
- Develop and disseminate accurate curricular materials and resources to assist classroom teachers with the implementation of Indian Education for All.

GOAL 2: Assess and communicate the quality and achievements of K-12 education

- Recommend an accreditation status to the Board of Public Education for each public or private school seeking accreditation
- Develop and disseminate information about our K-12 public schools and students across a broad range of indicators of quality.
- Provide leadership and assistance in the assessment of student achievement
- Provide assistance and training to Montana educators to administer and analyze large-scale student assessment
- Collect, analyze and report information to the public concerning Montana students, educators and school districts
- Administer recognition programs for Montana students, educators and school districts
- Identify gaps in educational opportunity and provide focused, on-going and sustained technical assistance to local schools to close the achievement gap that exists between American Indian and white students.

GOAL 3: Provide access to and management of information and data related to K-12 school improvement

- Implement a procedure to assess and track student achievement in accordance with the provisions of a basic system of free quality public schools
- Annually publish the No Child Left Behind (NCLB) Report Card for Montana and its schools and districts
- Assist Montana educators in the development of local 5 Year Comprehensive Education Plans
- Streamline and automate the reporting of non-fiscal data by school districts to the Office of Public Instruction
- Maintain an Internet site that contains updated information about school improvement, other educational activities and research
- Enhance electronic systems for Montana educators to report and retrieve information and data related to K-12 education
- Assist Montana educators and the public in the use of information and data to improve Montana schools
- Upgrade the electronic financial reporting system (MAEFAIRS) to use web-based technologies

GOAL 4: Deliver quality instruction through professional development

- Collaborate with educators and other interested parties to develop job-imbedded, research-based, and sustained professional development
- Deliver professional development through on-site visits, workshops, conferences, publications and distance learning opportunities
- Deliver a comprehensive Indian Education For All professional development system that focuses on best practices and curriculum integration that includes regional opportunities, training of trainers, and online professional development so the constitutional obligation that ALL Montana students receive a quality education that includes IEFA is achieved.
- Deliver professional development on best-practices in mentoring K-12 teachers and how to develop district teacher mentor programs.

GOAL 5: Support accountability and improvement in all Montana schools

- Monitor and enforce compliance with state and federal program, fiscal, and reporting requirements
- Assist Montana educators to comply with state and federal program, fiscal, and reporting requirements
- Provide assistance concerning research-based practices to improve teaching and learning.
- Review and update the Board of Public Education's accreditation process
- Monitor, enforce, and report compliance with state and federal regulations that govern districts' use of financial resources
- Review and approve district audit reports and corrective action plans each year
- Work with assessment contractors and school personnel to ensure quality control in the administration of statewide student assessments
- Prepare and present a report to the Board of Public Education each year on the results of statewide student assessments
- Implement an education accountability process based on multiple measure of student and school performance that complies with No Child Left Behind and is responsive to Montana's rural demographics

Program 09: LOCAL EDUCATION ACTIVITIES

GOAL 1: Make timely and correct payments of state and federal aid to Montana's local education agencies

- Assist school districts and other subgrantees of state and federal funds to achieve the goals and objectives of the grant programs and to comply with the grant requirements
- To use electronic funds transfer as a cost-efficient, secure and trackable means of distributing funds to schools, counties and other education service providers
- Use OPI's web-enabled electronic grants management system to support the state and federal grant management process, including the allocation of funds, the application process, amendments to grant applications, payments to grant recipients, reporting to the grantor, and close-out reports.

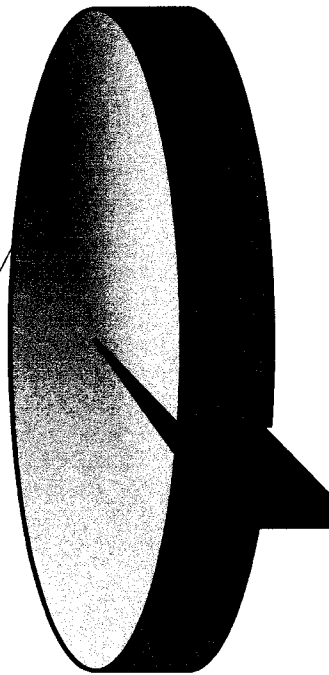


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**FY08 TOTAL
GENERAL FUND EXPENDITURES
INCLUDES STATUTORY APPROPRIATION
(GUARANTEE FUND)**

\$730,640,045

Local Education Activities -
Program (09) 98.7% of total



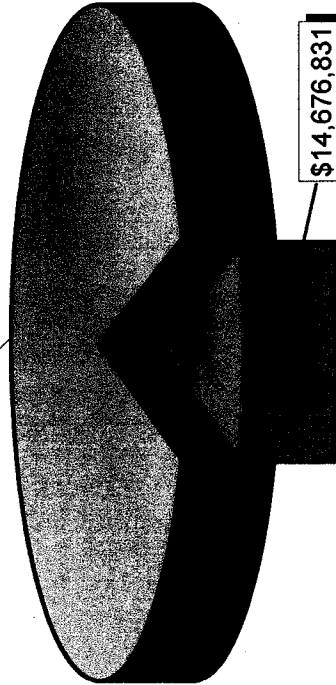
\$9,595,580

State Level Activities -
Program (06) 1.3% of total

**FY08 TOTAL
FEDERAL EXPENDITURES**

\$125,599,517

Local Education Activities -
Program (09) 89.54% of total



\$14,676,831

State Level Activities -
Program (06) 10.46% of total



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FACT SHEETS MASTER LIST FOR GENERAL FUNDED PROGRAMS

January 2009

- Accreditation Division
- Audiology: Hearing Conservation Program
- Career and Technical Education Division
- Educator Licensure Program
- General Educational Development (GED) and Adult Basic and Literacy Education Programs
- Gifted and Talented State Grant Program
- Health Enhancement Division
- Indian Education Division
- Information Technology Division
- K-12 Education Data Systems
- Legal Services Division
- Office of State Superintendent
- School Finance Division
- School Nutrition Program
- Special Education Division
- Student Assessment Program
- Traffic Education Program



Accreditation

The Accreditation Division reviews and monitors Montana's 829 K-12 schools and nine postsecondary professional education units to ensure compliance with state statutes and state and federal standards and regulations. The division assists schools, districts and professional education preparation programs by revising standards, providing professional development to implement and align standards, curriculum, instruction, assessment and professional development to improve achievement for all students. The Division includes two units: Accreditation, and Curriculum and Instruction. The Division's functions include:

- **Evaluates, revises and implements the Administrative Rules of Montana as adopted and required by the Board of Public Education (BPE)**
- **Operates the OPI electronic Annual Data Collection (ADC) system and provides technical assistance and follow-up support ensuring accurate ADC reporting**
- **Reviews, analyzes and evaluates the annual accreditation status of all Montana K-12 schools**
- **Develops and implements the state on-site review protocol and conducts on-site reviews to determine accreditation status**
- **Reports annually to the BPE and the public on the recommended accreditation status of all K-12 schools**
- **Reviews, evaluates and recommends action to the BPE of the required improvement plans for schools not meeting state accreditation standards**
- **Implements, evaluates and monitors continuous education improvement through the Web-based Five-Year Comprehensive Education Plan (5YCEP) as required by the BPE of all K-12 schools and districts**
- **Provides regional assistance in implementing, evaluating and monitoring the effectiveness of the 5YCEP**
- **Reviews, revises and implements the Professional Educator Preparation Program Standards (PEPPS) to guide the education programs of the nine postsecondary professional education units; provides technical assistance and professional training for implementation of the PEPPS; conducts training and on-site reviews to determine program approval recommendations to the BPE**



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- Reviews, revises and implements the content standards and development of model curriculum and classroom assessment
- Develops, implements and evaluates effectiveness of the essential learning expectations at each grade level for all content standards
- Develops and conducts the systematic state Professional Development of the completed standards, model curriculum and model classroom assessments
- Provides to educators face-to-face technical assistance, follow-up support and resources on best practice in curriculum development, instruction and classroom assessment to improve student achievement and graduation rates for all Montana students
- Determines the professional development needs of schools on a regional basis and assists in the effective and efficient delivery to school personnel



Audiology

The purpose of the statewide Hearing Conservation program is to identify children with hearing impairments. The Office of Public Instruction contracts with eight providers (five private providers, two university providers and one public school provider) for audiology services. Contractors provide the needed matching funds for the program's operation. The program is an excellent example of public and private partnership for the benefit of Montana's children. The Division of Special Education administers the Hearing Conservation Program. The program functions include:

- **Ensures Montana's children who have been identified as having a hearing impairment, are reported to schools so that necessary instructional supports can be provided for the children's successful education**
- **Assures public schools have on-going access to qualified audiology providers even in the most rural and remote regions of the state**
- **Screens approximately 63,000 children annually and refers nearly 1700 children for follow-up medical evaluations**
- **Provides comprehensive hearing evaluations for children suspected of having a hearing impairment**
- **Provides follow-up to hospital screenings of infants suspected of having a hearing impairment**
- **Works with schools and contractors to ensure services are provided in accordance with contracts and technical assistance requirements**



Career and Technical Education Division

As career opportunities change, Montana's schools must also prepare students for real jobs in the real world. The Career and Technical Education (CTE) Division helps create an educated Montana workforce by supporting education programs in agriculture, business, family and consumer sciences, health occupations, industrial technology, and marketing. One hundred sixty-three Montana high schools (99%) provide CTE programs. The division's functions include:

- **Assists with the curriculum development and implementation of Big Sky Pathways**
- **Plans and provides professional development support for CTE teachers to ensure Montana's programs have current educational content**
- **Communicates with schools concerning State and Federal Career and Vocational/ Technical Education funding**
- **Monitors Federal Carl Perkins and State CTE programs and expenditures**
- **Provides assistance to parents, educators, schools and communities related to careers and career and technical education**
- **Develops and updates Montana Standards and Guidelines for Career and Vocational/ Technical Education**
- **Creates partnerships for CTE programs with business and industry associations and the public**
- **Serves as State Advisor for CTE Student Organizations**

Montana Career and Technical Education Facts

- **Agriculture Education - 78 approved programs serve 4,707 students and have 78 FFA student chapters with 2,628 members.**
- **Business/Marketing Education - 158 approved programs serve 15,390 students and have 82 Business Professionals of America (BPA) with 1,456 members and 13 DECA student chapters with 432 members.**
- **Family and Consumer Sciences Education - 121 approved programs serve 9,986 students and have 72 Family, Career & Community Leaders of America (FCCLA) student chapters with 1,233 members.**
- **Health Occupations Education - 10 approved programs serve 581 students and have 7 Health Occupations Students of America (HOSA) student chapters with 136 members.**
- **Industrial Technology Education - 113 approved programs serve 13,488 students and have 32 Skills USA student chapters with 505 members and 10 Technology Student Association (TSA) chapters with 132 members.**



Educator Licensure

The Education Licensure Program ensures that educators meet all state certification requirements to provide quality education for Montana's 142,093 school children. The State Superintendent is responsible for issuing all teacher, administrator, and education specialist licenses in Montana. OPI Legal Counsel administers the Education Licensure Program. The program functions include:

- Issues and renewal of nearly 6,000 educator licenses each year
- Maintains an online renewal system utilized by 1,203 teachers to renew in 2008
- Maintains an information database of 24,732 licensed Montana educators to ensure current and accurate educator information availability
- Responds to over 17,000 telephone calls, 7,000 e-mail requests and 250 office visits annually regarding educator licensure
- Works with the Board of Public Education on issues regarding certification and licensure
- Updates the OPI web site on the current certification status of all licensed Montana educators
- Approves providers of professional development and individual activities for license renewal



General Educational Development (GED) and Adult Basic and Literacy Education Programs

OPI's division of Career, Technical and Adult Education is responsible for the Adult Basic and Literacy Education and GED programs. OPI supports 20 programs located throughout the state serving between 5,000 and 6,000 adults aged 16 and older every year, including adults at the Montana State Prison and the Women's Prison. The adult education program:

- Oversees contracts with 20 centers and 29 satellite programs across Montana to provide Adult Basic and Literacy Education (ABLE) services
- Oversees 22 General Education Development (GED) testing sites and 10 addendum sites
- Ensures all GED testing centers are in compliance with the American Council on Education regulations
- Ensures local program centers offer the following high quality Adult Basic and Literacy Education (ABLE) services:
 - provides basic education skills development
 - prepares adults for obtaining a GED
 - teaches employment readiness
 - conducts English As a Second Language instruction
 - assists in college preparation
 - assists in employment retention
- Processes over 3,000 GED tests annually
- Annually mails over 10,000 GED duplicate transcripts used by individuals for application to the military, postsecondary education, and employment



Gifted and Talented State Grant Program

The Gifted and Talented State Grant Program provides supplemental support for gifted and talented services in public schools. The Gifted and Talented State Grant Program administers state funded grants to assist districts in meeting the requirements under Administrative Rules of Montana 10.55.804. Functions of the Gifted and Talented State Grant program include:

- **Evaluates annually applications from school districts for Gifted and Talented grants, distributing funds and monitoring grant awardees**
- **Hosts training for teachers and administrators in using the best educational practice for meeting the state standards for Gifted and Talented programs**
- **Conducts on-site visits to school districts to assist schools in ways to best serve Montana's Gifted and Talented students**
- **Collects data on the number and percentage of Montana students identified as gifted and talented at every grade level to increase achievement for all gifted and talented students**
- **Works cooperatively with the Montana Association of Gifted and Talented Education**
- **Develops, disseminates, and implements resources to schools to improve services to gifted and talented students**



Health Enhancement

The Health Enhancement Division includes OPI's "health-related" programs. Units within the Division include School Nutrition Programs, Traffic Education, and Coordinated School Health which encompasses Tobacco Prevention, HIV/Aids Prevention, Youth Risk Behavior Survey, Drug, Alcohol and Safety Programs, and Afterschool programs. This Division encourages school programs designed to prevent major health problems and health-risk behaviors among youth and to facilitate students achieving their maximum potential.

- Provides training to 2,639 teachers and school support staff (paraprofessionals, bus drivers, custodians, special education aides, food service personnel, coaches and administrative assistants) that includes Blood-borne Pathogen information, Universal Precautions and Safety Practices and policy guidelines for schools
- During February 2009, 252 schools and over 23,000 students will participate in the biennial Youth Risk Behavior Survey. This survey has been administered by OPI, in cooperation with the Centers for Disease Control, since 1989. The purpose is to assist educators and health professionals in determining the prevalence of risk behaviors that significantly impact the health and safety of students in Montana and provides the ability to measure trends over time
- During 2007-2008, 187 teachers received training on HIV/AIDS/STD prevention education programs; including age-appropriate teaching strategies for use with K-12 students
- Administers federal grant funds and provides training and technical assistance to 423 school districts for a total of \$1,058,965 from Safe and Drug-Free Schools monies for 2008-2009
- During 2007-2008 12,944 students were served through a competitive grant process that supports before and after school programs for children and youth, allocating \$5 million to 58 grants that serve 69 communities throughout the state
- Administers a program in cooperation with the Montana Tobacco Use Prevention Program to provide training and technical assistance to school districts statewide, to use research based approaches to assist students in not starting or ceasing tobacco use; provide \$375,000 in competitive funds to 21 school districts to strengthen prevention programs



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- Provides technical assistance and training to schools, administrators, and health professionals through the coordinated school health program to improve the capability of schools and local health departments to provide effective, appropriate and culturally relevant school health education programs to their students
- Coordinates its work with other OPI divisions and collaborates with the Montana Board of Public Education, the Montana School Boards Association and the Montana Department of Public Health and Human Services to help schools design and deliver educational programs that promote healthy behaviors among Montana's greatest resource - its children



Indian Education

The Indian Education Division serves two purposes. The first is to assure that American Indian students in Montana receive a quality and equitable education. The second is to assure that ALL students leave the public education system with an understanding of the rich history and contemporary issues of Montana's Indians. This obligation is outlined in the Montana Constitution under Article X, Section 1(2): The state recognizes the distinct and unique cultural heritage of American Indians and is committed in its educational goals to the preservation of their cultural integrity. The Indian Education Division is dedicated to providing leadership, education and information to school districts, students, parents and educational agencies in the state of Montana. The division's functions include:

- **Provides assistance to educators and parents to improve education for Montana's American Indian students**
- **Analyzes American Indian student assessment data and researches to monitor and improve the learning of American Indian students in Montana**
- **Develops effective strategies to reduce Indian student dropout rates**
- **Identifies and conducts training for educators in developing and implementing exemplary Indian education best practices**
- **Provides professional development, materials and support to schools on the implementation of "Indian Education for All" (MCA 20-1-501)**
- **Provides staff support and resources for the Superintendent of Public Instruction and the Board of Public Education's Montana Advisory Council on Indian Education**
- **Distributes information on current American Indian education issues to the public**



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Information Technology Division

The OPI Information Technology Division designs and operates the different electronic systems used by OPI to conduct daily operations, communications, and the collection and reporting of school district information. E-mail is the main form of all written communication between OPI and local school districts. The division's functions include:

- Operates the OPI web site which receives more than 3 million visits each year
- Maintains electronic communication among the OPI, Montana's school districts, County Superintendents, Tribal Educators and the Board of Public Education
- Installs, secures, and operates the OPI's network
- Creates and supports software systems that OPI uses to administer programs
- Runs the OPI School Computer Program which has distributed more than 22,000 surplus state government computers and peripherals to 400 school districts
- Operates the "Jobs for Teachers" web site which notifies teachers and school administrators of job openings and provides for online teacher applications
- Operates a knowledge database for educators and the public to "Get Answers" to their questions concerning the OPI or K-12 educational issues
- Runs the Governor's "Montana NewsLinks" site, used by all state agencies to post press releases for distribution to the news media
- Delivers video-on-demand services to K-12 education and the public
- Hosts the Legislature's web site providing up-to-date information, tracking of legislative bills and public hearing information as well as providing video streaming of the House and Senate Chambers and committee hearings
- Hosts the Board of Public Education's web site
- Provides design and publishing services for all OPI publications
- Operates the OPI Resource Center providing research, answering reference and resource questions, and maintaining the OPI research library



K-12 Education Data Systems

Funding for K-12 Education Data Systems supports OPI's agency-wide efforts to coordinate data collection and reporting. The major systems that are supported with state funding are the AIM (Achievement in Montana) statewide student information system, the development of a school staffing module, and OPI's electronic grants management system. Their functions include:

AIM, Statewide Student information System

- Collects student enrollment, demographic, and program participation data through AIM from all school districts and accredited private schools
- Uses the AIM system to register students for the statewide student assessment and report on student achievement and Adequate Yearly Progress under No Child Left Behind
- Develops training materials including Montana specific AIM Quick Reference Guides and data collection tutorials
- Trains school staff on the use of the Montana Edition (local school district software) and the Special Education reporting tool
- Trains OPI staff on OPI's Student Records Confidentiality Policy, which applies to all contractors, employees of OPI, and researchers requesting access to confidential, sensitive or restricted student information
- Provides public reports and analysis on indicators of student success, including attendance, graduation and dropout reports

Electronic Grants Management System

- Provides the ability for school districts to apply online for 14 federal grant programs administered by OPI
- Supplies easy access to online technical assistance and information related to allowable uses of program funds
- Facilitates OPI's online review and approval process for grant applications and notices of awards to 429 school districts and numerous other eligible community-based and non-profit applicants



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- **Allows school districts to submit online cash requests and to access information about the status of project payments over multiple years**
- **Facilitates OPI's monthly electronic grant payments to subrecipients and ties payments to the status of grant allocations and appropriations on the state's accounting system (SABHRS)**
- **Facilitates collection of data about planned uses of federal grant funds, used in reporting to the federal government**



Legal Division

The OPI Legal Counsel provides legal advice and services to the State Superintendent and all divisions within the Office of Public Instruction. The Legal Unit consists of two attorneys and two legal support staff. The Legal Division also administers the Education Licensure Program. The Division's functions include:

- **Reviews OPI documents, including publications, policies and contracts for legal content and compliance**
- **Ensures OPI compliance with state statutes**
- **Provides background review, investigation, recommendation and representation regarding educator licensure**
- **Handles appeals from County Superintendent and County Transportation Committee decisions**
- **Represents the State Superintendent in court proceedings**
- **Assists with the adoption and amendment of administrative rules and for state education laws**
- **Processes and investigates special education formal complaints and requests for due process hearings**
- **Provides technical assistance to parents, schools, and advocacy organizations regarding the delivery of free, appropriate public education for all students**
- **Resolves education-related legal questions and disputes including those arising from the Early Assessment Program**
- **Revises and produces School Laws of Montana**
- **Provides information on school law to parents, teachers and school officials**



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Office of the State Superintendent

The Office of the State Superintendent provides leadership for Montana's K-12 public education system that includes 829 public schools, 142,093 students, and 12,536 certified educators and licensed professionals and management of OPI employees to achieve the Superintendent's statutory duties. The Office of Public Instruction's mission is: *to improve teaching and learning through communication, collaboration, advocacy, and accountability to those we serve*. The State Superintendent and her staff functions include:

- **Focuses agency policy, planning and procedures to build a quality education system in Montana providing resources for every classroom**
- **Identifies and promotes key legislative initiatives targeted at achieving adequate school funding, ensuring quality educators, raising student achievement and supporting classroom instruction**
- **Fulfills fiduciary responsibilities to the school children of Montana by maximizing revenue from school trust lands**
- **Administers the No Child Left Behind Act**
- **Builds partnerships to promote quality in education with the Governor's Office, Higher Education, Legislature, education partners, MT State Library, Workforce Investment Board, and state and national education coalitions**
- **Communicates information on public education and current educational issues and challenges to parents, the public, schools, businesses, state, local and tribal governments, the Legislature and the news media**
- **Promotes accountability by overseeing the annual statewide testing of MT students and analyzes and reports results to the Board of Public Education, schools, and the public**
- **Promotes the development of valid and reliable education information systems improving information exchange among schools, the OPI, policy makers, and the public**
- **Supports the Board of Public Education with resources, services, and research**
- **Ensures rapid response and communication in the event of a threat to safe schools and homeland security**



School Finance Division

The OPI School Finance Division is responsible for distributing state funding to Montana's 429 school districts. This OPI division is one of the most cost efficient units within state government. OPI operates the entire school financial distribution system with overhead costs of 1/10 of 1 percent ensuring the maximum amount of state dollars reach the classroom. The division's functions include:

- Distributes over \$725 million (37% of the Montana State General Fund Budget) of monthly state aid payments to Montana's 429 school districts under twelve separate entitlement programs
- Implements new state legislation affecting school district finances and state funding for schools to guarantee accountability for all state education dollars
- Directs school district accounting and budgeting policies
- Collects and compiles school fiscal data for use by public, federal, state, and local decision makers
- Provides technical budgeting assistance and training for school districts, county officials, and school district auditors
- Monitors school district compliance with state and federal fiscal regulations
- Serves as liaison to the U.S. Department of Education's Impact Aid Program
- Operates MAEFAIRS, the electronic financial reporting system that collects and reports school district budget, financial, enrollment and payment information
- Reviews 250 school district audit reports each year and monitors recommended corrective actions
- Provides technical assistance in the areas of school bus equipment, operation standards, and the interpretation of school bus rules, regulations and laws



School Nutrition Programs

The OPI School Nutrition Programs unit administers U.S. Department of Agriculture Child Nutrition Programs and the OPI Cooperative Purchase Program. The Programs' functions include:

- Provides 80,136 lunches daily in 808 Montana schools, and provides children the opportunity to practice nutrition education skills learned in the classroom. The National School Lunch Program also offers programs that provide after school snacks and commodity foods.
- Assists 153 schools in Montana serve snacks to 2,280 children every day at after school sites which aim to promote the health and well being of children and youth in our communities. A school must provide children with regularly scheduled activities in an organized, structured and supervised environment that includes educational or enrichment activities.
- Coordinates distribution of USDA purchased commodity foods to schools that provide lunches to students. The state entitlement of \$3,263,245 is dispersed to schools on a fare share basis. Schools may use \$280,795 of the entitlement to purchase fresh produce through the Department of Defense Fruit and Vegetable Program.
- Provides 23,286 breakfasts daily in 690 Montana schools that promote learning readiness and healthy eating behaviors
- Provides milk every day to 785 children in 28 Montana schools who do not have access to other meal programs
- Provides 8,644 children at 159 sites across Montana get the nutrition they need to learn, play, and grow throughout the summer months when they are out of school through the Summer Food Service Program
- Provides schools with nutrition education materials for children and families; technical assistance for school food service directors, managers, and staff; and resources to build school and community support for healthy eating and physical activity through the Montana Team Nutrition Program
- Provides small schools the opportunity to take advantage of 25-40 percent cost savings through bulk purchasing of high-quality nutritious foods to 65 percent of Montana schools that provide school meals through the OPI Cooperative Purchase Program



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- Provides students in the neediest elementary schools with fresh fruit and vegetable snacks with \$641,000 used to support 28 school districts reaching more than 10,000 students in 50 schools during the 2008-09 school year. The goal of the program is to increase the consumption of fresh fruits and vegetables by children over the long-term through their daily diet. Parents and community partners are encouraged to get involved to strengthen the impact through nutrition education activities, and overall family support. Since procurement of the produce can be local or regional, another benefit of this program is that it can be an economic boost to Montana's economy.



Special Education

The Division of Special Education is responsible for ensuring all students with disabilities, ages 3 through 18, are provided a free appropriate public education (FAPE) in accordance with the Individuals with Disabilities Education Act (IDEA) and state laws. Montana's special education programs have received national recognition for excellence. The Division's functions that provide annual on-going assistance to public schools in meeting the special education obligations include:

- **Allocates over \$41 million in state special education funds to districts and special education cooperatives for support of special education and related services to more than 18,000 students with disabilities**
- **Allocates more than \$35 million in Federal IDEA funds for special education and related services**
- **Monitors district special education programs via site visits, technical assistance and professional development to ensure services focus on improving outcomes for students with disabilities in compliance with IDEA regulations and state administrative rules**
- **Initiates an on-going informal dispute resolution process, the Early Assistance Program, that has resulted in reduced incidents of due process hearing and administrative complaints**
- **Dispenses more than \$600,000 Federal IDEA discretionary funds for professional development**
- **Provides assistance to parents and special education professionals and paraprofessionals to meet the individual needs of Montana's students with disabilities**
- **Distributes over \$500,000 to schools to assist in meeting the needs of students with significant needs**
- **Provides technical assistance and support to over 50 Montana districts which are newly implementing a Response to Intervention process to ensure the provision of scientific, research based instruction strategies to students experiencing learning difficulties prior to referrals to special education**
- **Collaborates with other state agencies to address the needs of Montana's students with disabilities**



Student Assessment Program

Montana students consistently score higher than the national average on a wide variety of achievement tests. OPI's State Assessment Director oversees the development, implementation, and analysis of all student-testing information under MontCAS, Montana's Comprehensive Assessment System. Results of the tests are reported to the Board of Public Education and made available to the public and news media. The Student Assessment Program is also responsible for the administration of the criterion-reference test to meet the testing and accountability requirements of President Bush's "No Child Left Behind" legislation. The program's functions include:

- Oversees the federal No Child Left Behind required annual testing of Montana's 3rd through 8th and 10th grade students in reading and math and in grades 4, 8, and 10 for science
- Collects and analyzes all student test results by grade level, school, and demographic measures including gender, race, students with disabilities, and socio-economic status
- Reports test results annually to the Board of Public Education, the US Department of Education, the public, and the news media [MCA-20-3-106 (29)]
- Works with educators, parents, the public, and the news media on the proper interpretation and use of test score information
- Disseminates test results on OPI web site for each of Montana's 829 schools
- Conducts workshops for test administrators on required testing procedures to ensure accurate and comparable test results
- Hosts an annual OPI assessment conference on best practices in state, district and classroom assessment
- Analyzes and reports to the public and news media additional student test results including the ACT and SAT tests for college bound seniors and the results for the National Assessment of Educational Progress (NAEP) tests
- Works with Montana educators to implement a statewide assessment of students with limited English proficiency as required by No Child Left Behind



Traffic Education Program

The Traffic Education program provides education and training for safe driving practices among Montana's novice and experienced drivers. The program is fully funded with state special revenue and fees for the training and testing services they provide. The Health Enhancement Division administers the Traffic Education program. Functions of the program include:

- Approves novice driver education programs for 141 high school districts, utilizing 300 trained driver education teachers thereby making it possible for drivers under age 18 to obtain a drivers license pursuant to Montana law
- Distributes \$800,000-\$975,000 annually of state special revenue to school districts for driver education programs serving 10,000 students
- Provides professional training for driver education teachers through traffic education workshops
- Reviews credentials and training for driver education teacher licenses
- Collaborates with the Department of Justice in administering the Cooperative Driver Testing Program through 115 school districts
- Collaborates with the Department of Transportation and provides leadership to the young driver priorities of the Montana Comprehensive Highway Safety Plan.
- Conducts 35-45 full-day and 2 half-day Advanced Driver workshops for 450-550 Montana Department of Transportation personnel, driver educators, school bus drivers, ambulance drivers, fire fighters, utility and service sector drivers and others

The Montana Office of Public Instruction's newly designed web site provides "one click" access to programs and services offered by OPI. The homepage features News Headlines, an advanced search engine and tabs to our most frequented sites.

The Programs and Services dropdown menu allows users to view an alphabetic listing and to easily retrieve information about specific programs, find program contact information, and download relevant files.

Page: 1 of 3
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Streaming Video

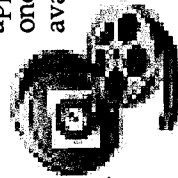
Imagine...

- Going to any school in Montana, any time, day or night - on a moment's notice.
- Delivering a live keynote address in Billings without walking out of your office.
- A series of lesson (video or audio) plans that play much like a television or radio station.

QuickTime streaming offers just that!

We configured a QuickTime video streaming server with enough capacity to stream thousands of hours of video and audio content to Montana's K-12 schools.

Streaming is the process of sending media over a network for viewing in real time. Streams can originate from a live source, such as a video camera, a webcast, or an audio feed. In either case, you aren't downloading a file when you stream a movie. The data is simply being displayed as it arrives by the QuickTime Player; no copy remains on the viewer's hard disk.



Our Automation

OPI's Knowledge Database allows OPI to provide solutions for customer questions and concerns quickly and accurately.

This is a dynamic knowledge base of FAQs and responses to customer inquiries. We provide our customers with a self-serve feature where they get answers to their questions quickly, letting us track issues that matter most to them.

Customers who have questions usually receive a response within 24 hours during the work week.

Employment

The Montana Jobs for Teachers web page provides a valuable resource for schools and educators. Schools can post their job openings, view online resumes, subscribe to the Applicant Notification Service and, if they have subscribed - at no cost, search the online application pool. When a school posts a job opening, the listing will appear on the web site and will be e-mailed to over 1,300 subscribers on our mailing list.

From the Montana Jobs for Teachers site, educators can submit an online application for employment, search the job listings, view all job listings and subscribe to the Job Notification Service. The online application form allows educators to fill in the form once, update it whenever they want, and have it available online for schools to view or print. When educators enlist with the Job Notification Service, they receive an e-mail each time a new job is posted.

Educator Licensure

Approximately 6,000 licenses are issued by the Educator Licensure unit each year, and there are over 26,000 educators with active licenses. The Educator Licensure page provides information necessary for educators to apply for Montana licensure, as well as the forms necessary to renew current licenses.

Recent changes made by the Board of Public Education to the Educator Licensure rules are highlighted, and there is a "one-stop shopping" section directed toward teachers from out-of-state to simplify the process of obtaining a Montana license. There are links to the Northern Plains Transition to Teaching, which is a new program designed to recruit highly qualified professionals into the classroom, as well as links to Teacher Education programs and Renewal Unit guidelines.



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IRIS Internet Reporting and Information Service

IRIS provides a secure link to OPI databases where schools, districts and cooperatives can directly report non-fiscal data. Each entity has a user ID and password assigned by OPI to ensure privacy. Data is verified at the point of entry so corrections can be made on the spot rather than waiting for a series of phone calls or letters. The result is faster and more accurate data collection and reporting. We are currently collecting data for Accreditation and Special Education Child Count, as well as Dropout, Limited English Proficient and Gifted student statistics.



Reports

IRIS Reports are a series of customizable reports linked to current non-fiscal data. The School Directory reports contain administrator names and contact information (phone, fax, e-mail, mailing addresses) for counties, systems, districts, and schools. The user can select just one entity to view or see results for the entire state. Once a report has been customized, the user can create a spreadsheet and save it to a local computer.

Schools and districts preparing their Five-Year Plans find the Assessment data reports particularly useful. County, district, school, grade, subject and other disaggregation options can be selected to customize Assessment reports. To protect privacy, no results will be reported where the count of test takers is less than six. These reports also have the option to create an Excel spreadsheet, which can be saved to a local computer.

Advanced Searching

OPI uses SWISH-e, Simple Web Indexing for Humans - enhanced, an advanced web site indexing and search engine. Running on our web server, SWISH-e makes it possible for users to search OPI's site or even other sites such as the Montana Code Annotated and current Montana Legislature. SWISH-e supports indexing thousands of documents in a variety of formats including Text, HTML and PDF. Users of our web site can perform searches using simple queries that will return targeted, meaningful results.



If you have questions about the OPI web site or METNET, please contact the Internet Services Staff.

Steve Meredith (406) 444-3563
SMeredith@metnet.mt.gov

Betsy Nordell (406) 444-1626
BNordell@metnet.mt.gov

Janet Andrew (406) 444-2765
JAndrew@metnet.mt.gov

METNET

The Montana Legislature established the Montana Educational Telecommunications Network (METNET) in 1989 "to support education, economic development and government services in the state." METNET is an easy to use communication system which allows users to send and receive e-mail, share files, and use electronic conferencing to exchange ideas.

METNET provides:

- Free private e-mail to Montana educators and school personnel
- Information on education conferences and meetings
- Education news
- School budget and expenditure information
- Grant and scholarship information for students and teachers
- Access to Montana education associations
- Curriculum conference areas
- Teacher placement information
- School law information
- Extensive list of educational web sites
- Discount information on computer hardware and software for Montana schools, Parents and Teachers



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Accreditation Division – Assistance to Montana Schools Accomplishments January 2009

The 2007 Montana Legislature appropriated \$1.8 million to the Office of Public Instruction (OPI) to provide technical assistance to K-12 schools in six curricular areas including middle school/at risk, communication arts, mathematics, science, library media and early childhood. The appropriation supports the work of these curriculum specialists to develop resources for teachers and administrators based on research-based proven practices in curriculum and classroom instruction, deliver high-quality and relevant professional development, facilitate the revision of the state content standards on the cycle adopted by the Board of Public Education (BPE), and assist with the development of model curriculum and classroom assessment tools to measure student progress toward meeting the standards.

The 2007 Montana Legislature provided funding to assist Montana schools in improving teaching and learning for all. The Performance Measures for Assistance to Montana Schools include:

- Developing model curriculum in Science (Content and Performance Standards were revised in September 2006) and model curriculum for Full-Time Kindergarten and disseminate to Montana Schools
- Revising content and performance standards in two academic content areas and disseminate to Montana schools
- Providing on-site assistance to Montana schools using effective schools research and peer reviewers. Curriculum specialists will assist Montana educators in the revisions of their Five-Year Comprehensive Education Plans and meeting accreditation standards.

Hire Six Curriculum Specialists

- July 1, 2007 - Advertised position vacancies for six curriculum specialists: Library Media, Communication Arts, Mathematics, Science, Early Childhood and Middle School/At Risk
- Position vacancies filled:
 - August 2007 - Library Media
 - January 2008 - Middle School/At Risk
 - March 2008 - Hired two short term employees – Early Childhood
 - May 2008 - Science
 - June 2008 - Mathematics
 - January 2009 - Communication Arts

- Summary of Application Process: Total Applications - 99; Total Interviews Conducted - 26; Total Job Offers - 9; Total Offers Accepted - 5
- Ongoing – Advertised Early Childhood position vacancy

Standards Revision

- 2006-08 - Conducted focus group discussions to determine current and emerging needs related to Science, Information Literacy/Library Media and Technology
- 2006-08 - Revised content standards for Science (2006), Information Literacy/Library Media (2008) and Technology (2008). This standards review process follows the guidelines adopted by the BPE in the Statement of Purpose for Standards Revision and includes in the process Montana K-16 educators and the public.
- 2008-09 - Developed essential learning expectations at each grade level for Science, Information Literacy/Library Media and Technology
- 2008-Ongoing - Conducted information workshops for Science, Information Literacy/Library Media and Technology across Montana
- 2008 - Conducted focus group discussions to current and emerging needs related to Mathematics and Communication Arts
- 2008 - Ongoing - Revision of content standards in progress for Mathematics and Communication Arts
- 2008 - Ongoing - Development and systematic delivery of statewide professional development relating to the Science, Information Literacy/Library Media and Technology Content Standards

Full-Time Kindergarten Model Curriculum Development

- 2008 - Hired short term employees to facilitate model curriculum development
- 2008 - Conducted focus group discussions to determine current and emerging needs relating to full-time kindergarten model curriculum
- 2008 - Selected and convened full-time kindergarten model curriculum writing team
- June 2008 - Participate in the development of the kindergarten essential learning expectations for Science, Information Skills/Library Media and Technology
- July 2008 - Completed draft of model curriculum
- August 2008 - Presented draft model curriculum and gathered public comments at the Superintendent's Full-Time Kindergarten Conference in Billings
- Distributed model curriculum to conference participants
- Fall 2008 - Follow-up meeting of model curriculum writing team to incorporate public comments
- 2008 - Ongoing - Writing team and short term employees work collaboratively with the curriculum specialists to ensure the model curriculum aligns to the content standards and essential learning expectations of each program area
- Winter 2009 - Finalize full-time kindergarten model curriculum
- Spring 2009 - Publication and distribution of Full-time Kindergarten Model Curriculum to Montana schools and education stakeholders

Resource Development and Delivery

- 2008 - Developed and distributed to Montana school districts a Middle Grades booklet

- 2008 - Ongoing - Distributed standards related resource materials to Montana schools - Middle School At Risk, Science, Information Skills/Library Media, and Technology
- 2008 - Ongoing - Developed and systematically distributed DVD and related "work-a-text" to promote understanding of the new Science Content Standards
- 2008 - Ongoing - Trained regional educators to ensure systematic delivery of the Science content standards material
- 2008 - Purchased Effective Schools materials for all schools
- 2009 - Scheduled Effective Schools Research Workshop for Montana school districts
- Ongoing - Conduct follow-up on-site and electronic support to ensure meaningful use of effective schools research materials

Accreditation On-Site Visits

- 2008 - Conducted 25 on-site accreditation visits
- 2008 - Ongoing - Provide on-site technical assistance to two new high schools through on-site visits and follow-up support (Glacier High School, Kalispell; Lone Peak High School, Ophir)
- 2008 - Conducted two on-site reviews of postsecondary professional education units: MSU Bozeman and UMT Western
- 2008 - Convened meeting of Montana educators to develop an accreditation protocol for K-12 school on-site reviews
- 2009 - Conduct previsit of MSU-Northern in preparation for April 2009 on-site technical assistance review

Revision of the Web-based Five-Year Comprehensive Education Plan (5YCEP)

- 2008 - Completed Request for Proposals (RFP) selection process; hired contractor to develop the draft web-based tool for the five-year comprehensive education planning process
- 2008 - Established an internal OPI coordinating group to ensure effective and efficient reporting
- January 2009 - Completed draft web-based tool of the 5YCEP for internal review
- Winter 2009 - Field Test web-based tool for the 5YCEP
- Spring 2009 - Provide technical assistance to Montana school district personnel
- Spring 2009 - Open electronic window to complete Web-based 5YCEP Phase I
- Ongoing - Provide technical assistance and support to Montana educators completing the Web-based 5YCEP Phase I

Effectiveness Reports of the 5YCEP

- Fall 2007 - Compiled public comments on the use of the Effectiveness Report of the 5YCEP
- Fall 2007 - Modified the online tool of the Effectiveness Report addressing the public comments
- 2008 - Provided on-site and electronic support and assistance to schools and districts in completing effectiveness reports of the 5YCEP
- 2008 - Conducted Effectiveness Report Review and provided comments to schools
- 2009 - Scheduled 2009 Effectiveness Report Review



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Superintendent

Indian Student Achievement Ongoing Initiatives

July 2007 – January 2009

Grant Administration

- The OPI awarded eight Closing the Achievement Gap Summer Professional Development Grants to schools that demonstrated need for support in a specific area based on local data. The schools that applied for and were awarded a grant are: Box Elder, Brockton, Frontier, Hays - Lodge Pole, Heart Butte, Ronan, Wyola and Wolf Point.
- The OPI continues to offer Indian Student Achievement Professional Development Grants to support schools in their efforts to close the achievement gap that exists between American Indian students and all other students in Montana. These grants are awarded to Montana public school educators who work with American Indian student populations with priority given to those who work either with schools that are in the restructuring phase of the AYP process or those who can demonstrate a significant achievement gap within their school. Professional development opportunities must match the demonstrated need. Recent activities include the National Science Teacher Association Conference, Differentiated Instruction Train the Trainer Institute, Math Recovery Conference, and the Harvard Graduate School of Education seminar on "Reframing Differentiated Instruction."

Administration

- Collect data through the OPI Annual Data Collection to assess schools' use of their Indian student achievement funds. The collection will be revised in accordance with emerging needs and legislative outcomes.
- Continually updating American Indian Education Data Fact Sheet to include most recent dropout, Criterion Referenced Test (CRT) and enrollment data.
- Continuing work with the Montana Advisory Council on Indian Education on many issues; including reviewing and analyzing data regarding Indian Student Achievement.
- A "positive image" poster series, featuring American Indian role models from communities across Montana, was completed in December 2008 with a showing held in the capitol rotunda. The posters will be designed to encourage students to stay in school by honoring various "success" stories in the Indian community. The theme is "Honor Yourself". The posters will be printed in February 2009 and distributed to all school districts. In addition, the OPI web site will host a link where students and other interested individuals can go to learn more about the series and the role models.

Professional Development

- Indian Student Achievement professional development opportunities are posted on the OPI web site.
- Hosted a "Call to Greatness III" (CTG) summit in Great Falls on November 2007. The keynote and facilitator was Dr. Larry Lezotte, creator of the Effective Schools Model
- Hosted a "CTG IV" in Helena in November 2008 with a focus on Response to Intervention.
- Co-hosted an Urban Indian Education Forum in Billings 2007 with Billings and Great Falls schools and the Montana Indian Education Association. The Second Urban Indian Education Forum was held in Great Falls in November 2008.
- Met with tribal colleges in Montana to discuss partnerships to deliver Indian Student Achievement professional development to schools on a regional basis.
- Working with Mid-continent Research for Education and Learning (McREL) and School Administrators of Montana (SAM) to deliver regional training to school boards that govern on reservations.
- Hosted three regional "Call to Greatness Academies" in Hardin (June 20-21, 2008), Shelby (June 25, 2008) and Glasgow (June 27-28, 2008) for school administrators and trustees in districts that are in the restructuring phase of AYP. Training centered on the use of data in school improvement efforts and Indian student achievement.
- Continue to partner with Hopa Mountain November 6-7, 2008, in Bozeman to offer training to community members about "Storymakers" – a program that distributes books to low-income families and trains people to work with those families to introduce early literacy into their homes.
- Working with University of Montana Division of Educational Research and Service (DERS) to develop an online professional development module for school counselors and other educators working with American Indian students and mental health issues.

Pilot Projects

- The Indian Student Achievement Specialist is organizing pilot projects in the areas of American Indian Student Achievement. The Achievement Specialist researches best practices that have a proven record working with American Indian students. The OPI then works with schools in the restructuring phase of Adequate Yearly Progress (AYP) to pilot these programs to determine their effectiveness. If these projects are successful, they will be promoted to other schools with similar demographics and challenges.
- Heart Butte and Wyola Schools have piloted "Club Invention" – an after-school math/science program for middle school students.
- Crow Agency Elementary School (Hardin District) is piloting "Cognitively Guided Instruction (CGI)/Culturally Responsive Math" – a math framework that has been adapted to meet the needs of American Indian learners throughout the 2008-2009 school year.
- Wolf Point and Lame Deer will pilot a middle school Jobs for Montana Graduates (JMG) Program.
- Rocky Boy and Box Elder are working together with McREL to offer Kindergarten transition training to teachers and administrators with the goal of aligning Head Start and Kindergarten curriculum. Rocky Boy School District received an Early Reading First and a No Child Left Behind (NCLB) Title VII Demonstration grant to support early childhood education.



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- The OPI continues to offer Indian Student Achievement Professional Development Grants to support schools in their efforts to close the achievement gap that exists between American Indian students and all other students in Montana. These grants are awarded to Montana public school educators who work with American Indian student populations with priority given to those who work either with schools that are in the restructuring phase of the AYP process or those who can demonstrate a significant achievement gap within their school. Professional development opportunities must match the demonstrated need. Recent activities include the National Science Teacher Association Conference, Differentiated Instruction Train the Trainer Institute, Math Recovery Conference, and the Harvard Graduate School of Education seminar on "Reframing Differentiated Instruction."

Administration

- Collect data through the OPI Annual Data Collection to assess schools' use of their Indian student achievement funds. The collection will be revised in accordance with emerging needs and legislative outcomes.
- Continually updating American Indian Education Data Fact Sheet to include most recent dropout, Criterion Referenced Test (CRT) and enrollment data.
- Continuing work with the Montana Advisory Council on Indian Education on many issues; including reviewing and analyzing data regarding Indian Student Achievement.
- A "positive image" poster series, featuring American Indian role models from communities across Montana, was completed in December 2008 with a showing held in the capitol rotunda. The posters will be designed to encourage students to stay in school by honoring various "success" stories in the Indian community. The theme is "Honor Yourself". The posters will be printed in February 2009 and distributed to all school districts. In addition, the OPI web site will host a link where students and other interested individuals can go to learn more about the series and the role models.

Professional Development

- Indian Student Achievement professional development opportunities are posted on the OPI web site.
- Hosted a "Call to Greatness III" (CTG) summit in Great Falls on November 2007. The keynote and facilitator was Dr. Larry Lezotte, creator of the Effective Schools Model
- Hosted a "CTG IV" in Helena in November 2008 with a focus on Response to Intervention.
- Co-hosted an Urban Indian Education Forum in Billings 2007 with Billings and Great Falls schools and the Montana Indian Education Association. The Second Urban Indian Education Forum was held in Great Falls in November 2008.
- Met with tribal colleges in Montana to discuss partnerships to deliver Indian Student Achievement professional development to schools on a regional basis.
- Working with Mid-continent Research for Education and Learning (McREL) and School Administrators of Montana (SAM) to deliver regional training to school boards that govern on reservations.
- Hosted three regional "Call to Greatness Academies" in Hardin (June 20-21, 2008), Shelby (June 25, 2008) and Glasgow (June 27-28, 2008) for school administrators and trustees in districts that are in the restructuring phase of AYP. Training centered on the use of data in school improvement efforts and Indian student achievement.
- Continue to partner with Hopa Mountain November 6-7, 2008, in Bozeman to offer training to community members about "Storymakers" – a program that distributes books to low-income families and trains people to work with those families to introduce early literacy into their homes.
- Working with University of Montana Division of Educational Research and Service (DERS) to develop an online professional development module for school counselors and other educators working with American Indian students and mental health issues.

Pilot Projects

- The Indian Student Achievement Specialist is organizing pilot projects in the areas of American Indian Student Achievement. The Achievement Specialist researches best practices that have a proven record working with American Indian students. The OPI then works with schools in the restructuring phase of Adequate Yearly Progress (AYP) to pilot these programs to determine their effectiveness. If these projects are successful, they will be promoted to other schools with similar demographics and challenges.
- Heart Butte and Wyola Schools have piloted "Club Invention" – an after-school math/science program for middle school students.
- Crow Agency Elementary School (Hardin District) is piloting "Cognitively Guided Instruction (CGI)/Culturally Responsive Math" – a math framework that has been adapted to meet the needs of American Indian learners throughout the 2008-2009 school year.
- Wolf Point and Lame Deer will pilot a middle school Jobs for Montana Graduates (JMG) Program.
- Rocky Boy and Box Elder are working together with McREL to offer Kindergarten transition training to teachers and administrators with the goal of aligning Head Start and Kindergarten curriculum. Rocky Boy School District received an Early Reading First and a No Child Left Behind (NCLB) Title VII Demonstration grant to support early childhood education.



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Denise Juneau
Superintendent

Indian Education for All Ongoing Initiatives

July 2007 – January 2009

Grant Administration

- **Indian Education for All Museum Educator Best Practices Program: A "Museum Educator Best Practices Handbook"**, released in April 2008, outlines the partnership between the Office of Public Instruction (OPI) and the Montana Historical Society (MHS), highlighting the resulting projects, with guidance for other community museums to develop similar partnerships.
- **Indian Education for All Professional Development Grants 2008.** Grants were offered to K-12 public schools to focus on Indian Education for All (IEFA) professional development for staff. Awards include Polson School District, Park County High School, Northwest Educational Cooperative, Belt School District, Great Falls School District, Reedpoint School District, Arlee School District, Somers School District, and Alliance for Curriculum Enhancement Consortium. A new round of funding targeting districts that had not previously been funded resulted in the awarding of 11 new grants to Conrad, Power, Columbia Falls, Arrowhead, Twin Bridges, Terry, Luther, Hamilton, Big Timber, Victor and Poplar.
- **Montana University System Teacher Education Professional Development Grants 2008.** Grants were offered to MUS Teacher Education Departments to increase faculty knowledge about IEFA and tribes of Montana. Institutions awarded were Montana State University Bozeman, University of Montana, and Montana State University Northern. The grants were completed at the end of December 2008.
- **Indian Education for All Museum Educator Best Practices Program II.** With the success of the first cycle of grant projects, the MHS and OPI partnered for a second round of grants to community museums and schools in the spring of 2008.
- **Montana Council for Teachers of Mathematics (MCTM) and Montana Science Teachers Association (MSTA)** received a grant to bring teachers together to develop math and science lessons. The resulting math/science units have been edited for publication and Web site posting in February 2009.

Administration

- Collected data through the OPI Annual Data Collection to assess schools' use of their Indian Education for All funds. The collection was revised to incorporate questions pertinent to legislative intent.
- Updated a Funding Spectrum Guide to assist schools to develop a quality plan for Implementing Indian Education for All using their district appropriation.

- Posted information on the OPI Web site about Indian Education For All funding amounts and accountability through funding codes and Annual Data Collection.
- Updated the annual Indian Education Directory.

Curriculum Development

- Indian Education for All brochure was developed, sent to all schools in May, and is being distributed on an ongoing basis.
- The OPI Indian Education Web site now allows teachers to search for lesson plans and curriculum material by: 1) Essential Understanding; 2) Tribe; 3) Content Area; and 4) Grade Level.
- Developed 91 K-12 Social Studies Lessons which were printed and sent to each public school library in May and made available on the Web site.
- Updated the Essential Understandings Regarding Montana Indians, which form the basis of OPI Indian Education for All materials and resource work.
- Continually updated Indian Education Literature and Resource Guidance, which is a recommended list of materials, textbooks, and professional development. A kindergarten component was added in September.
- Assisting with Tribal History projects. Seven tribal colleges completed their tribal histories with a presentation to the Board of Education in Pablo in August of 2008. The Little Shell have a grant from the OPI to complete theirs in June of 2009. The 2007 Legislature shifted responsibility to the OPI to create K-12 teacher-friendly curriculum from the completed projects. A curriculum developer has been contracted to assist these efforts. The Salish & Kootenai, Ft. Peck, and Northern Cheyenne documents were sent to all school libraries in the state.
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- Developed a teacher guide to accompany the OPI DVDs that will be distributed to all elementary public schools in February.
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- Stories from Montana tribes from the Indian Reading Series are being reprinted with permission from the tribes. One Crow story has been completed, with the remaining 18 Crow, Northern Cheyenne, and Blackfeet books to be completed by May of 2009.

- Partnered with Regional Learning Center at the University of Montana to produce a digital library of video interviews aligned to the Essential Understanding to support instruction.
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- Participated and assisted MSU with a follow-up IEFA institute held for their faculty.
- Partnered with the UM School of Law to develop and offer online modules titled "Indian Legal Education For All" that are available to educators to increase background knowledge about treaty rights, federal Indian law, and tribal sovereignty.
- Co-hosted an Urban Indian Education Forum in Billings in December 2007 supported by Billings and Great Falls schools and the Montana Indian Education Association. The 2nd Urban Indian Forum was held in Great Falls November 20 and 21, 2008.
- Provided a 3rd Librarian Institute in Missoula in August 2007.
- Hosted an IEFA Librarian Institute II July 28 and 29, 2008, in Great Falls for approximately 40 librarians who participated in Part I.
- Collaborated with three regional professional development providers (Montana North Central Educational Service, Western Montana Partnership for Educational Resources, and Southern Montana Alliance for Resources and Training) to assist with a training of trainers model specifically charged with implementation of Indian Education for All. Approximately 300 educators received training to facilitate implementation efforts at the local level with more scheduled. These providers also offer "Indian Education 101," an online professional development opportunity for educators. The same partnerships are in place for the 08-09 school year.
- Created partnerships with tribal colleges and tribal education departments to deliver IEFA professional development to schools in their region. Training sessions were held by Blackfeet Community College, Ft. Belknap College, Ft. Peck College, Chief Dull Knife College, the Crow Tribal Education Department, and Salish Kootenai College for hundreds of local educators in the summer of 2008. Ft. Peck Community College is currently conducting the 2nd phase of the professional development outreach.
- Developed agreements with the Departments of Education at MSU, UM, and MSU-Northern for curriculum and staff development for college staff in Indian Education for All.
- Supported Montana Indian Education Association Conference in Missoula, April 25-27, 2008. Over 500 attendees participated. The OPI staff delivered presentations on current activities and distributed materials.
- Hosted 2nd Annual Indian Education for All Best Practices Conference in Billings, May 8-9, 2008, with over 250 participants. The 3rd Best Practices Conference will be held in Helena in February of 2009.
- Supported the Montana Association of School Curriculum Directors to include Indian Education in their June Conference.

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- Communicate with and disseminate materials through the monthly Montana Association of School Superintendents meetings and organizational newsletters.
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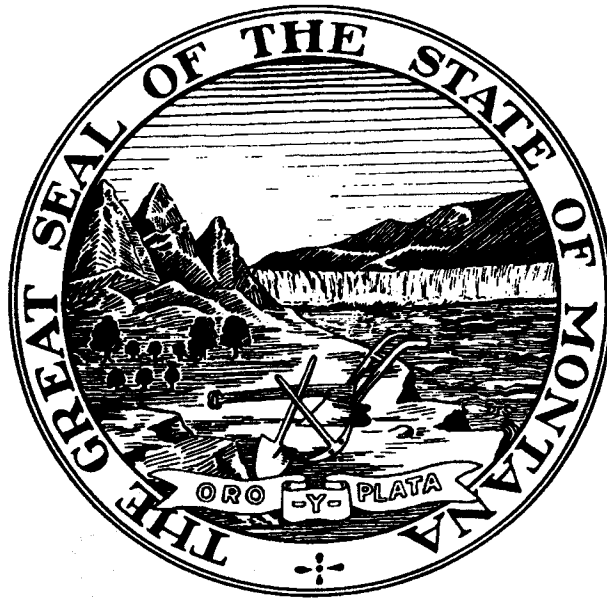
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**SPECIAL EDUCATION REPORT TO THE
61ST LEGISLATURE**

January 2009



**Denise Juneau
Superintendent
Office of Public Instruction
OPISupt@mt.gov**

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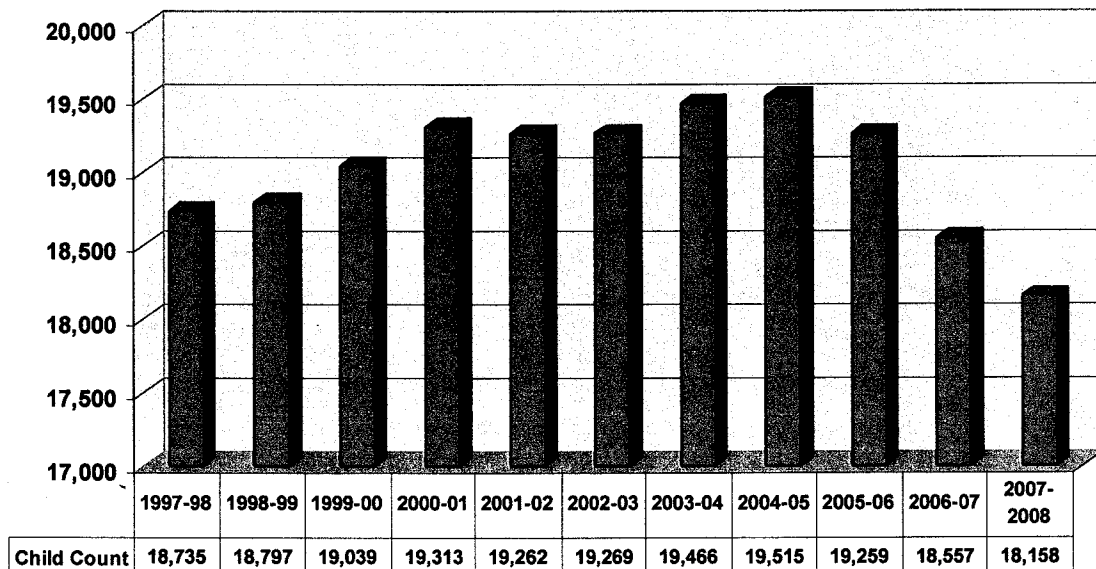
Part 1- Students Served

Special Education Child Count and Student Enrollment

Public schools must make available special education and related services to all IDEA-eligible (Individuals with Disabilities Education Act) students with disabilities beginning at age three and through age 18. Services to students, ages 19, 20, and 21, are permissive. That means the decision to serve 19, 20 and 21-year-old students is determined by the policies of the school district board of trustees [20-5-101(3), Montana Code Annotated (MCA), and Administrative Rules of Montana (ARM) 10.16.3122].

Students with disabilities receive a wide range of services, including specially designed instruction, transition services, assistive technology, and related services such as speech-language therapy, occupational therapy, and physical therapy. Both the type and the extent of services a student receives are individually determined based on the educational needs of the student.

Special Education Child Count Longitudinal Data – Students Ages 3-21



This is a count of students with disabilities who have a valid Individualized Education Program (IEP) in accordance with IDEA and are receiving services indicated on the IEP on the first school day in December. The count includes students who are enrolled in public schools, publicly funded schools, residential treatment facilities that contract with the OPI to provide services to their students who are Montana residents, and students who are in private or home schools and are receiving services from a public school in accordance with a Services Plan.

Source: Child Count Data Files ([Opnlmntprd3/Share/SEDATA/BPE Report/July 2008](#) and [Share/SEDATA/Data Manager/Data ManagerInformation/Child Count](#))

Analysis of the December 1, 2007, Child Count data (term used for the collection of student special education data) shows there was a decrease of 399 students from the previous year with the most significant decreases occurring in the speech-language impairment and learning disabilities categories. Thirty-five percent of the decrease occurred in grades K-3. Districts reported the following reasons for the decrease: implementation of interventions in general education resulting in fewer referrals to special education; student progress reviews that identified students no longer in need of special education instruction and so exited from special education services; and decreases in student enrollment. Analysis of the data also showed a significant decrease in the count of students reported in the disability category of emotional disturbance. Factors affecting the decrease include implementation of positive behavioral supports in general education and the positive effects of the implementation of over 100 Comprehensive School and Community

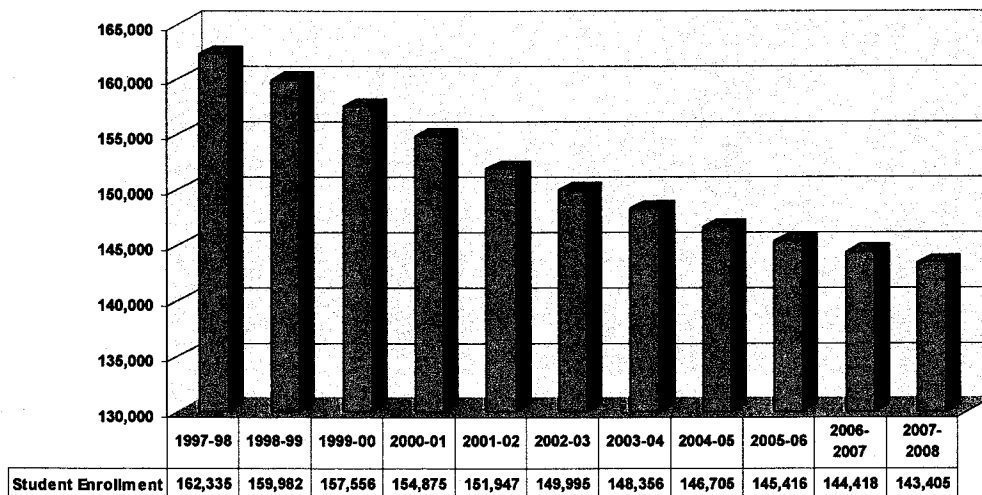
Treatment Services (CSCT) programs in schools across the state. Students are not required to be eligible for special education services to receive CSCT services.

The disability category showing the most significant increase (9.09%) is Autism. This is reflective of what is occurring nationwide. Factors affecting this are the increase in numbers of students previously identified as having Autism and moving into Montana, as well as an increase in knowledge of how to more effectively identify children who meet the criteria for Autism.

Montana's Child Count (term used for the collection of student special education data) grew steadily from 1996 through 2001. From 2001 to present, the count has leveled off.

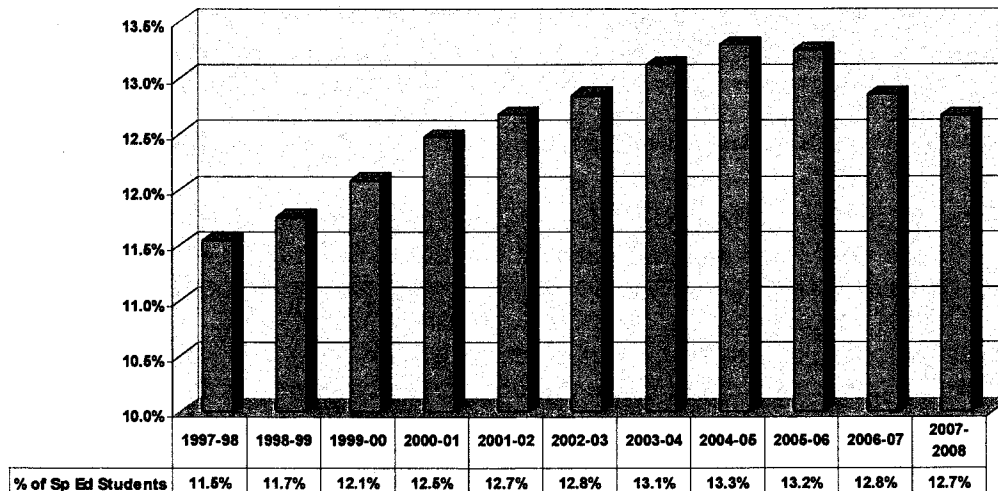
In contrast, Montana's public school enrollment has shown a steady decline since 1996. Because of declining enrollment at the same time special education Child Count has either grown, or in recent years remained steady, the proportion of students served by special education has increased.

Student Enrollment Longitudinal Data Grades Pre-Kindergarten through 12



Source: Montana Public School Enrollment Data, (Published yearly by the OPI)

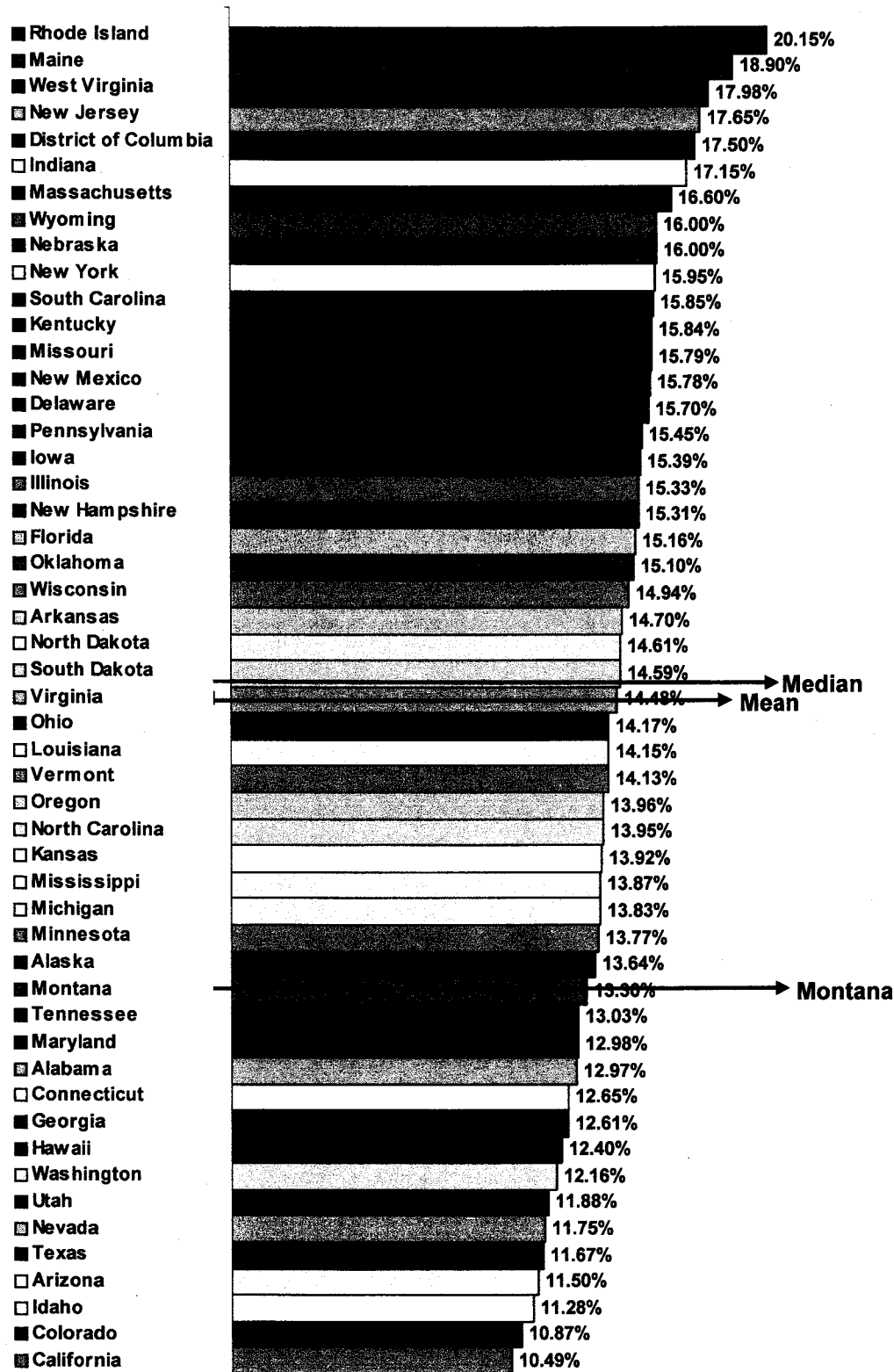
Proportion of All Students Enrolled in Public Schools Who are Special Education



NOTE: Percentage is calculated by dividing the special education student count for the year by the total student enrollment for the same year.

Montana ranks below the mean in the percentage of students served under IDEA according to the Office of Special Education Programs, U.S. Department of Education.

National Enrollment Prevalence of Children Served Under IDEA, Part B, During the 2004-2005 School Year.



Source: U.S. Office of Special Education Programs (IDEAdata.org) Other Data Products/Part B Trend Data Files/Table B1, Number and Percent of Population Served (Ages 3-21), by State: 1977 through 2005.

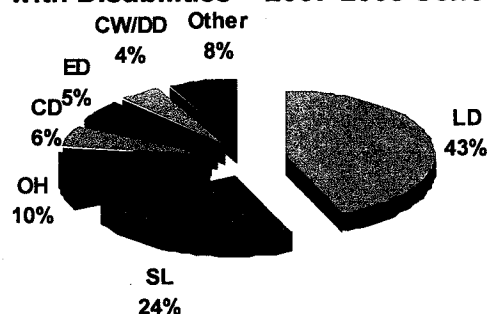
Student Identification by Disability

The categories of Learning Disability and Speech-Language Impairment represent two-thirds of all students receiving special education services (LD=43%; SL=24%). The number of students identified under the categories of Learning Disability and Speech-Language Impairment decreased by 410 and 227 respectively. This decrease is the result of several large districts in Montana implementing general education interventions, including scientifically based instructional programs that reduced the number of students referred for special education.

A U.S. Department of Education, Office of Special Education Programs, policy letter issued in the early 1990s and subsequent federal regulations finalized in March of 1999 listing attention deficit disorder/attention deficit hyperactivity disorder in the definition for Other Health Impairment (OH) have resulted in a dramatic increase in this disability category shortly after the change, but has leveled off in recent years. The number of students in Montana identified as OH grew from 177 students reported in FY '90 to 1,727 students reported in FY '08.

The number of students identified as having Autism (AU) has also increased substantially over the last 10 years. While Autism is considered a low-incidence disability category, the cost to address the needs of a child with Autism is high. In the first year that students were reported under Autism in Montana (FY '92) only two students were reported. Subsequent years have seen steady increase with the most recent count (FY '08) at 442 students reported.

Disabilities by Percentage of Total Number of Students with Disabilities – 2007-2008 School Year



DISABILITY ABBREVIATIONS and Student Count for the 2007-08 School Year

LD	Learning Disability - 7,965
SL	Speech-Language Impairment - 4,307
OH	Other Health Impairment - 1,727
CD	Cognitive Delay - 1,015
ED	Emotional Disturbance - 987
CW/DD	Child with Disabilities/Developmental Delay - 791
Other	Total - 1,366
MD	Multiple Disabilities - 559
AU	Autism - 442
HI	Hearing Impairment - 148
OI	Orthopedic Impairment - 63
TB	Traumatic Brain Injury - 64
VI	Visual Impairment - 57
DE	Deafness - 30
DB	Deaf-Blindness - 3

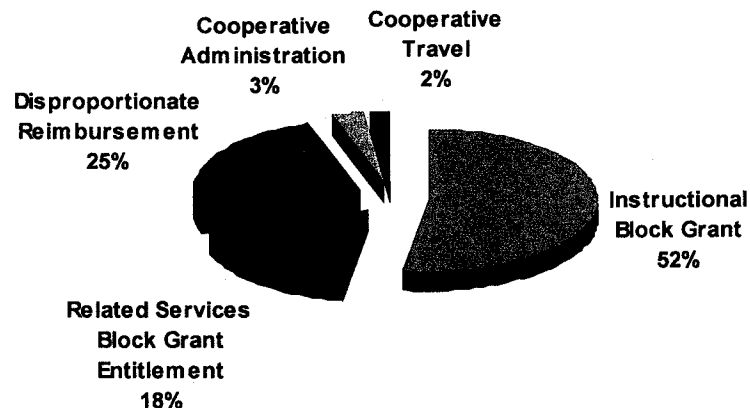
Source: Special Education Child Count conducted on December 1, 2007
 Opih\mntprd3\Access\Division\SpecialEducation\SQLCC\tblcc Child Count 2008.

An interesting effect of better identification of students with Autism shows that the total number of students identified with cognitive delay and those with Autism has remained fairly constant over the past several years with a small increase each year. The national concern that the incidence of Autism is increasing may be explained in Montana in part to better diagnostic tools available to educational professionals for an accurate identification of Autism.

Part 2 - Funding

State Special Education Appropriation for 2007-2008 School Year

Montana's special education funding structure distributes state appropriations in accordance with 20-9-321, MCA, based on a combination of school enrollment (not special education child count) and expenditures. Seventy percent of the appropriation is distributed through block grants (instructional block grants and related services block grants), which are based on enrollment. Twenty-five percent is distributed through reimbursement for disproportionate costs, which is based on expenditures. The remaining 5 percent is distributed to special education cooperatives to cover costs related to travel and administration. For FY '08, the Montana Legislature had increased the state special education appropriation by approximately \$1 million. The following represents the breakouts for FY '08.



State Entitlement for 2007-2008 School Year

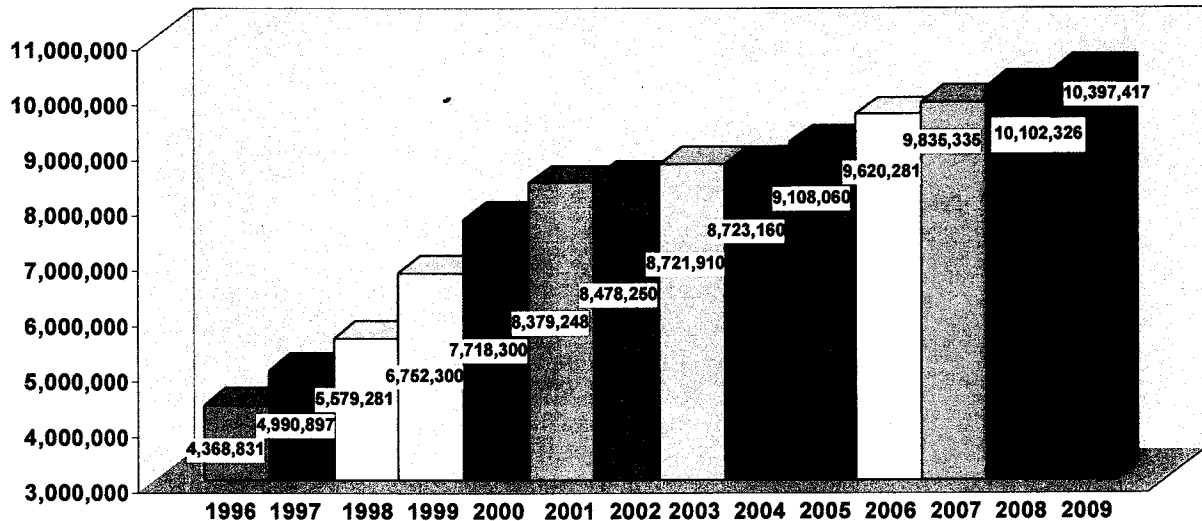
Instructional Block Grant	\$21,225,358
Related Services Block Grant	\$7,074,628
Disproportionate Reimbursement	\$10,102,326
Cooperative Administration	\$1,212,279
Cooperative Travel	\$808,186
TOTAL	\$40,422,777

NOTE: The total payment to schools is less than the total appropriation. A small amount of the appropriation is withheld to compensate for adjustments to ANB. Source: MAEFAIRS Qry Table SpecialEducation Dispro Cost and COOP SPED tables, created 01/2009

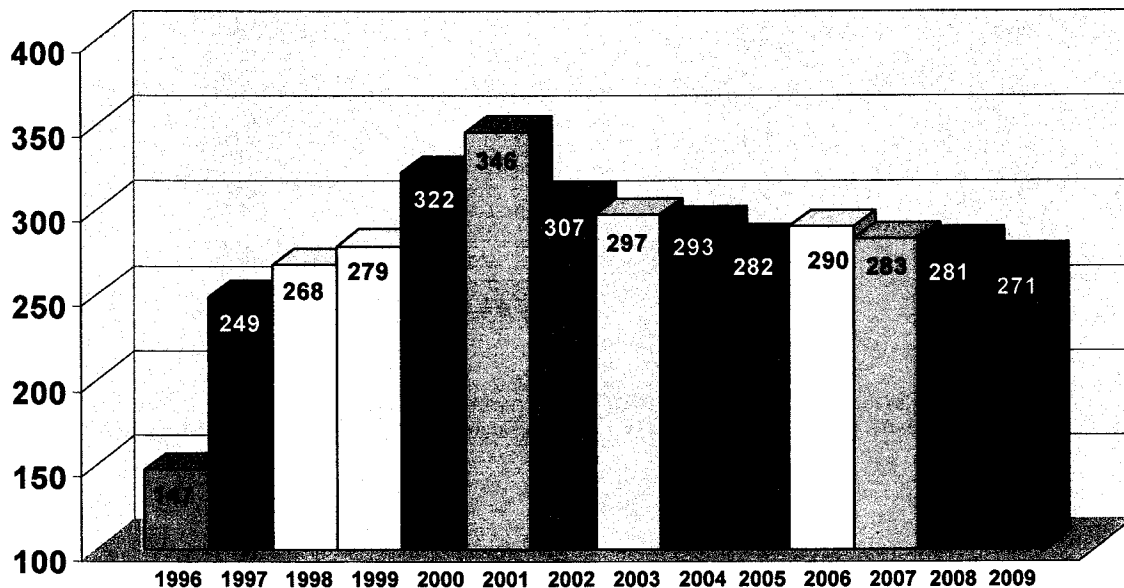
Growth in Reimbursement of Disproportionate Costs

The proportion of the total state appropriation distributed in the form of reimbursement for disproportionate costs grew both in total dollars and in the number of districts receiving reimbursement for disproportionate costs through FY '01. The funding for disproportionate reimbursement was revised in FY '02 to fix the proportion of funds distributed under reimbursement for disproportionate costs and shift funding back to instructional and related services block grants. Today, any increase in funds distributed for purposes of reimbursement of disproportionate costs is due to an increase in overall appropriations for special education.

Total \$ Amount for Disproportionate Reimbursement by Year



Number of School Districts Receiving Reimbursement for Disproportionate Costs

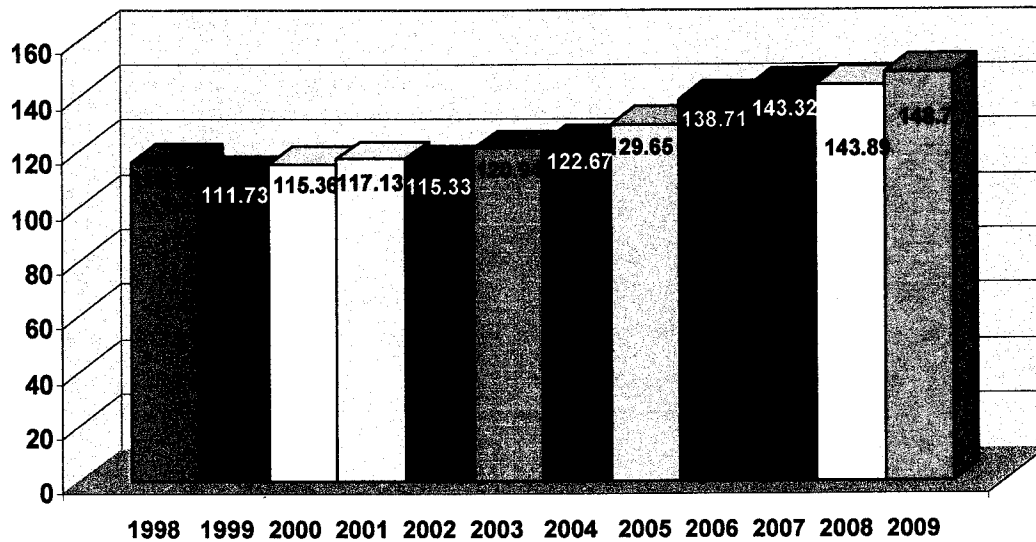


Source: MAEFAIRS Qry Table SpecialEducation Dispro Cost, created 01/2009

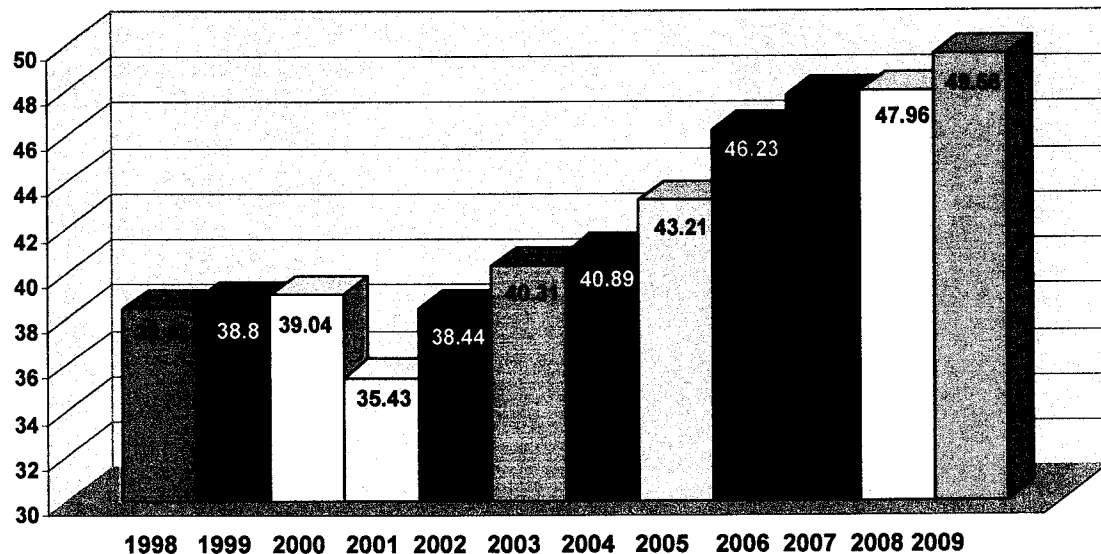
Instructional Block Grants and Related Services Block Grants

With the 25 percent limit on the proportion of funds distributed in the form of reimbursement for disproportionate costs, the block grant rates (per student expenditure) are no longer declining and are instead increasing along with increases in state appropriations. This will benefit both schools and special education cooperatives. State special education cooperatives are significantly affected since they are not eligible for reimbursement for disproportionate costs and the related services block grant is the primary source of funding. This shift is supporting the structure of the funding model's emphasis on block grant distribution of funds.

Instructional Block Grant per Student Allocation



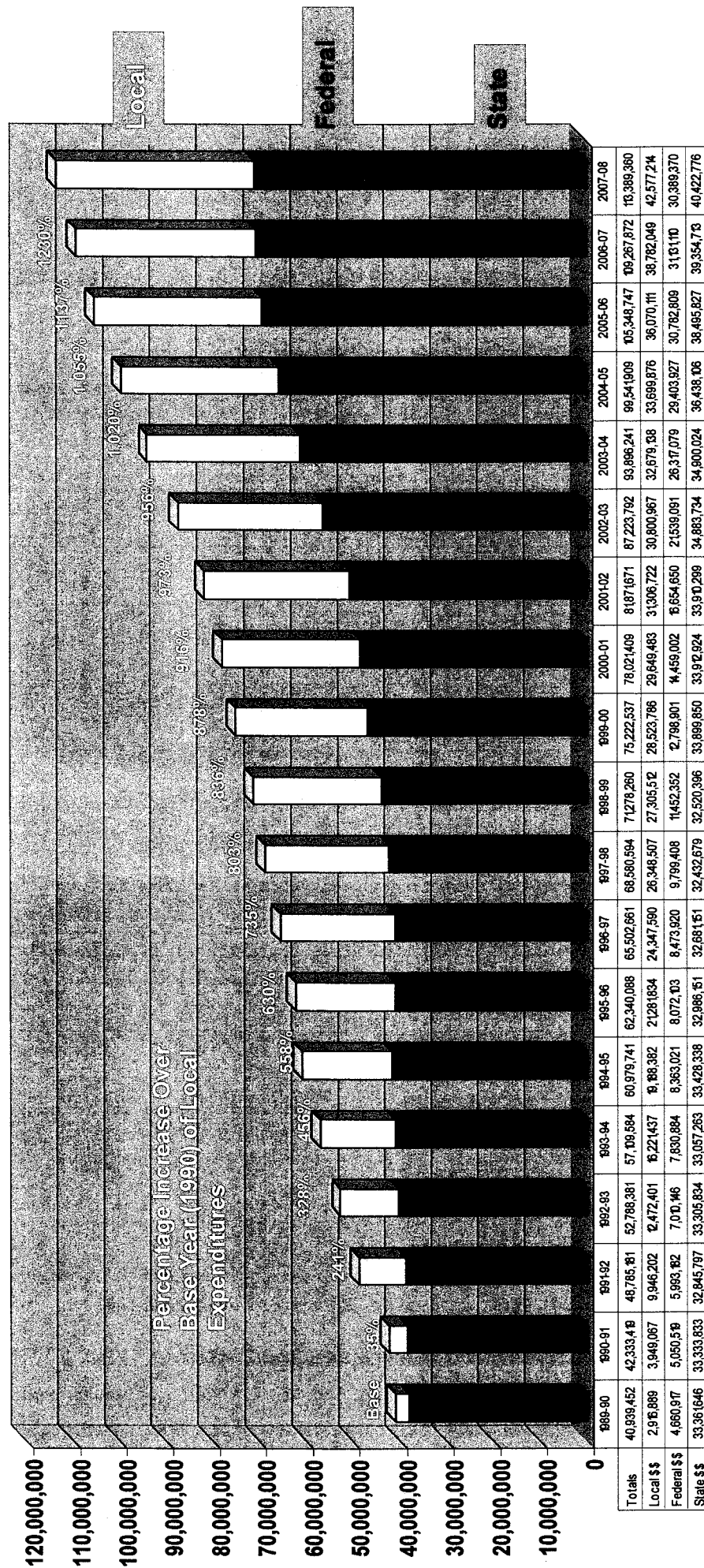
Related Services Block Grant per Student Allocation



Source: Source: GF Budget Spreadsheet, 01/2009

Expenditures of State, Federal, and Local Funds Comparison by Year

Comparison by School Years 1990 - 2008



NOTE: This table may differ from previously released versions. Amounts are changed to reflect adjustments to trustees' financial summaries submitted by school districts.

Source: State - Special education payment amount provided by OPI accounting, which does not include reversion; Federal - Expenditures provided by OPI accounting (SABHRS year-end report); Local - Expenditures from board of trustees' financial summaries for special education allowable costs are reduced by the state payment amount to come up with the local amount.

Federal

The growth in expenditures for special education has become an issue of national significance. On a national level, attention has been focused on the proportion of federal support for special education. The most recent information (November 2005) we have on the federal share of special education costs (national average) is 18.6 percent of the national average per pupil expenditure (Senate Democratic Appropriations Committee). Although this is a greater proportion of the national average per pupil expenditure than in the past, the proportion remains less than one-half the 40 percent level promised by Congress when the special education laws were first passed in the mid 1970s. If Congress were to fund special education at 40 percent of the national average per pupil expenditure, the level of funding would cover between 50 and 60 percent of Montana's special education allowable costs. This is due to relatively lower costs for special education in Montana, and the way the national average per pupil expenditure is calculated.

In Montana, approximately \$113.4 million were spent on special education in FY '08. This is a significant increase from FY '90 when approximately \$41 million of state, federal and local funds were spent on special education. Much of this increase can be attributed to inflation and an increase in the number of students served by special education. In FY '08, approximately \$30.4 million of the \$113.4 million Montana spent on special education came from federal revenue sources (approximately 27 percent).

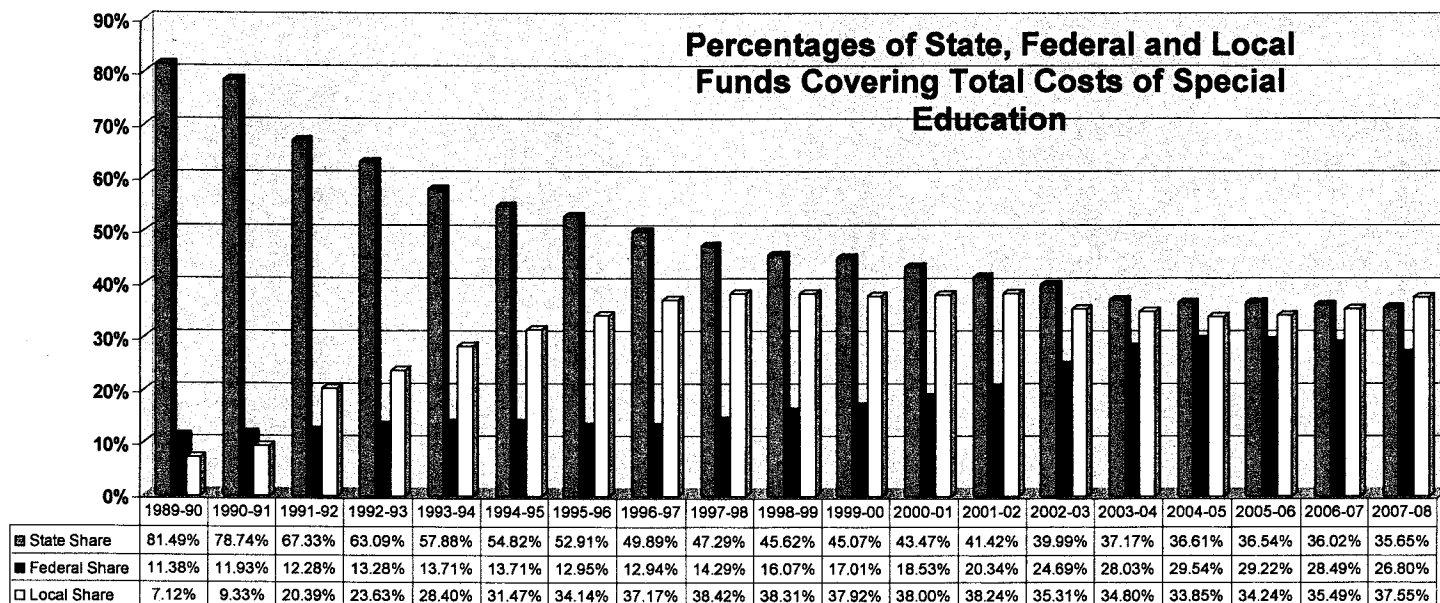
State

State appropriations for special education have fallen far short of the growth in costs. During a period of increased costs, coupled with flat state funding throughout the 1990s, the state share of the total costs of special education has slipped from approximately 81.5 percent in FY '90 to approximately 36 percent in FY '08.

Local

The greatest share of funding for increased costs of special education has come from the local general fund budgets. Local school districts have absorbed the increase in costs of special education by increasing their contribution from approximately \$3 million in FY '90 to approximately \$42.6 million for FY '08. This represents an increase of over 1,100 percent in local district contribution for special education. In FY '03, for the first time since FY '90, the local expenditures for special education funding decreased. This likely occurred because state funding increased slightly (3 percent) and federal funding increased by 29 percent. However, in FY '04, state funding leveled off and local expenditures again saw an increase. In FY '05 and FY '06, state funding increased; however, local expenditures also increased with FY '08, comprising approximately 38 percent of the special education costs in Montana.

For purposes of this discussion, "local funds" means special education expenditures from the district general fund that are above the amount specifically earmarked for special education. The revenue source for these "local funds" includes ANB Funding, guaranteed tax base aid, and local revenues. These "local funds" are generally perceived as local because they are drawn out of the general fund budget and would have otherwise been available for general education. This shift in the allocation of local funds has been a serious concern for schools and parents and has, for a number of years, created an atmosphere of competition for dollars.



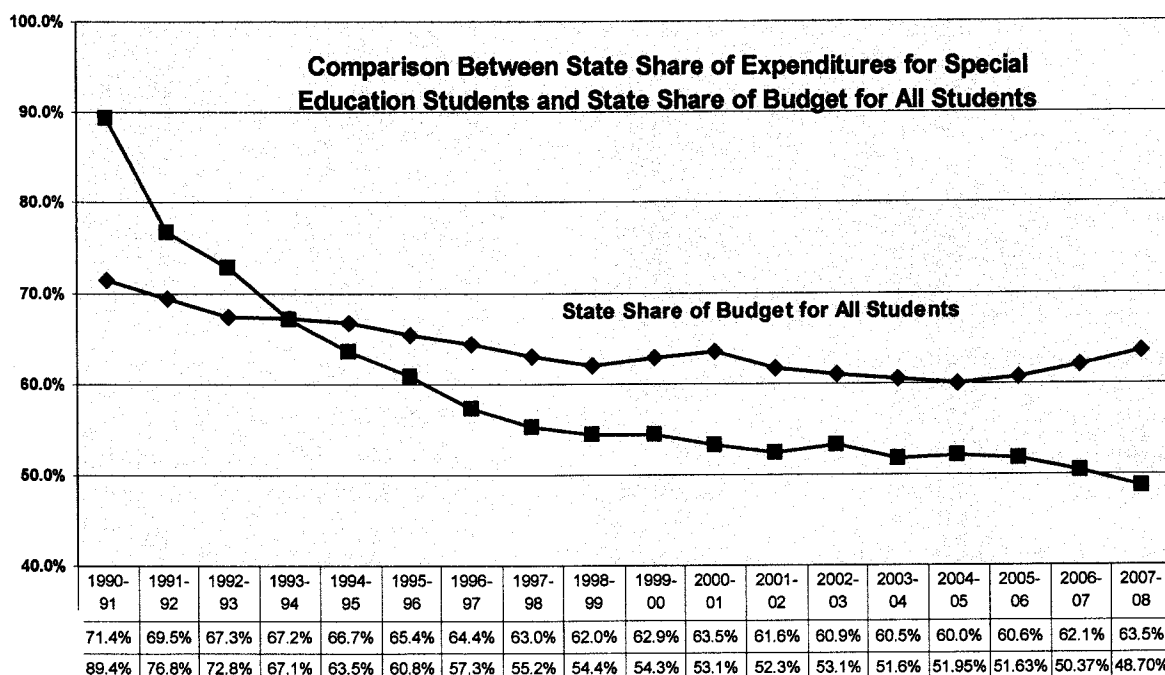
Source: State - Special education payment amount provided by OPI accounting

Over the years, the relative proportion of state, federal, and "local" funds covering the costs of special education has changed dramatically. State funding has remained relatively constant. Since FY '90, local districts have provided sizable increases in their contributions from "local funds." Beginning in FY 2000, federal funds have also increased substantially. As a result, by FY '06 the proportion of special education expenditures from state, federal and "local" funds is nearly equal.

The General Fund

Another way to consider the impact of state funding of special education is to compare the percentage of state support for the school district general fund budget with the percentage of special education expenditures from earmarked state special education funds.

The percentage of special education expenditures in the general fund, coming from earmarked funds for special education, has slipped from approximately 89 percent in FY '91 to approximately 49 percent in FY '08. In the meantime, the state support of the general fund budget for all students has slipped from approximately 71 percent in FY '91 to approximately 63.5 percent in FY '08. At one time, the state share of special education general fund expenditures was 18 percent higher than the state share of the general fund budget for general education. By FY '08, the state share of special education expenditures was 14.5 percent lower than the state share of the general fund budget for general education.



Source: State - Special education payment amount provided by OPI accounting

This chart is provided for the purpose of illustration. The comparison is between special education expenditures for special education students and general fund budgets for all students.

The portion of the budget for all students that is not state share is comprised of local revenues (property taxes, non-levy revenues, and reappropriated monies). The portion of the expenditures for special education students refers only to earmarked state appropriations.

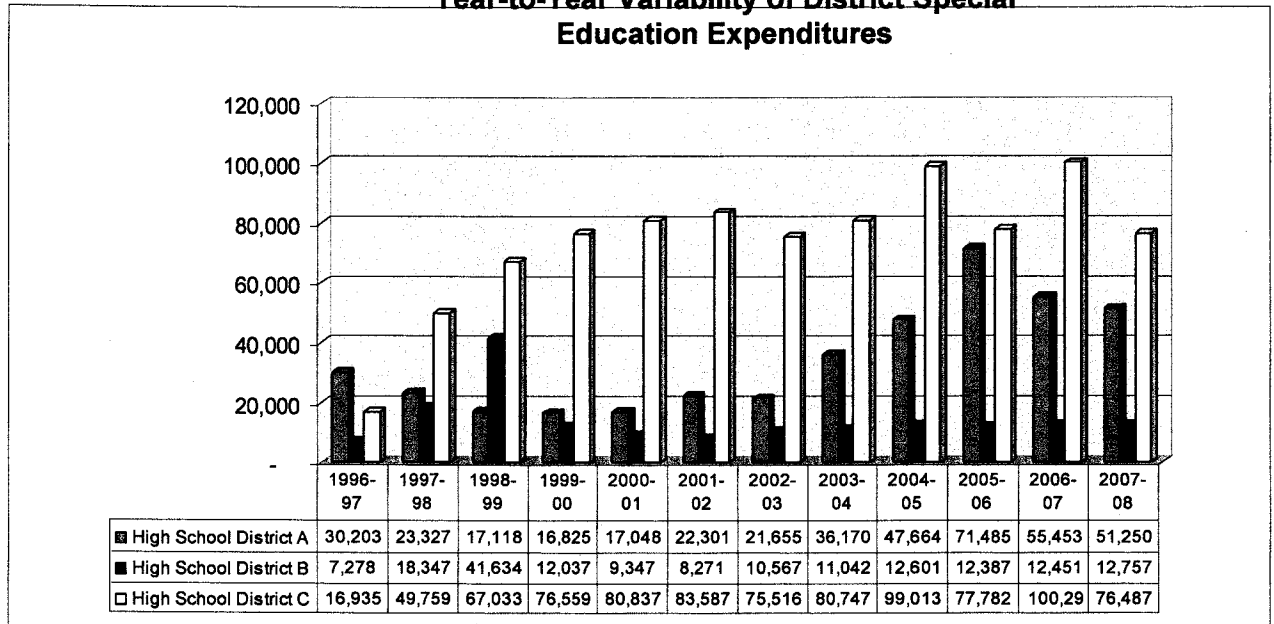
Per Student Expenditure Comparisons at the District Level

The need for public school districts to redirect "local funds" to cover the cost of special education presents a significant challenge to districts. However, another dimension of the challenge public schools face when they budget for special education is the relatively unpredictable nature of special education costs, particularly for small districts.

Significant variation in special education expenditures exists between districts of similar size. Furthermore, significant variation in special education expenditures exists from year-to-year within

the same district. The reasons for this variability are many. Differences in salary for personnel, proportion of students identified as eligible for special education, concentrations of group homes in a community, and the costs of serving students with significant educational needs who enroll and later disenroll are some of the primary factors contributing to the variability.

Year-to-Year Variability of District Special Education Expenditures



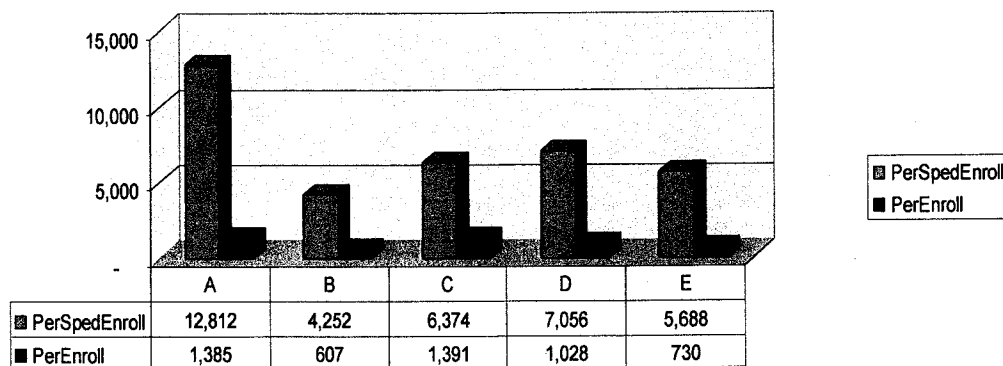
Source: Copy or SpedRequestrJimODec18.xls G://Legis07/Legis07/Sped

The three high school districts were selected for only purposes of illustration, but are good examples of year-to-year variability in expenditures that some districts face when they try to budget for special education. FY '07 enrollment in the three districts were all below 60 students.

House Bill 2 includes language that allows the Office of Public Instruction to distribute funds from the appropriation for in-state treatment to public school districts for the purpose of providing for educational costs of children with significant behavioral or physical needs. This fund can help to mitigate some of the cost variability. However, in FY '07 the OPI received approximately \$2.5 million in requests for approximately \$.5 million in available funds.

In addition to year-to-year variability, significant differences exist between public school districts in the amount they spend on a per-student basis. Variations between districts in expenditures on a per-special-education-student basis is often caused by differences between districts in the number of students with significant needs, differences in salary due to level of education and experience of staff, and differences in programs and service delivery models.

Special Education Expenditures per Student FY 2008



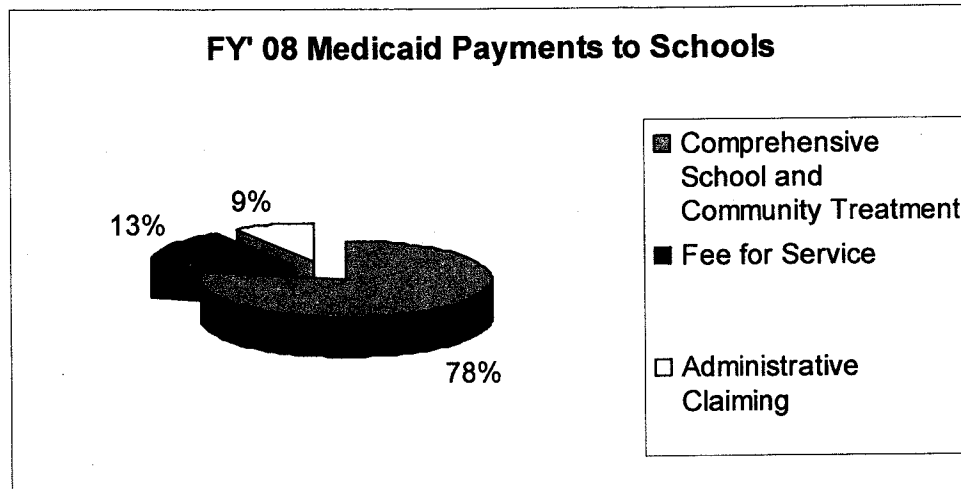
Source: State - Special education payment amount provided by OPI accounting. This graph represents federal and non-federal SPED expenditures excluding tuition payments for district residents placed in another district per Special Education Enrolled Student and Per Enrolled Student, Miscellaneous Program Fund, Impact Aid Fund, and Major Capital Outlay.

The first three districts are the same districts used as an example of the variability in special education expenditures from year-to-year. Districts D and E are large districts with enrollments in excess of 3,500 students. The above districts were selected for purposes of illustration of the variability between districts and are not typical. However, the selected districts serve as a good example of the difference between districts in their special education expenditures per special education student and the difference between districts in their special education expenditures per enrolled student. For example, in FY '08 District A spent approximately \$6,400 more than District C per special education student. On a per enrolled student basis, District C spent approximately \$784 more than District B.

Medicaid

The Office of Public Instruction (OPI) and the Health Resources Division of the Department of Public Health and Human Services (DPHHS) have collaborated on a number of projects that have increased reimbursement to districts for certain special education costs. Additionally, the collaboration has led to an expansion in school-based Mental Health Services. The collaborative efforts were intended to expand Medicaid support of certain medical services provided by schools (e.g., school psychology, transportation, personal care attendants), establish a program for administrative claiming, and reinstate a school-based mental health program known as Comprehensive School and Community Treatment (CSCT).

Revenue to school districts has increased markedly as a result of the multiagency collaborative. Districts only receive the federal share of the Medicaid payment. A certification of match process is used to pay the state share of the Medicaid payment. Therefore, all increases in revenue to districts have come without any increase in cost to the state's general fund.



Source: DPHHS, Health Resources Division

There are three programs that provide Medicaid reimbursement to districts: 1) Fee-for-service provides reimbursement for special education-related services such as speech therapy, occupational therapy, and physical therapy (FY '08 payments to districts totaled \$1,836,876); 2) Administrative claiming compensates school districts for some of the costs associated with administration of school-based health services such as helping to identify and assist families in accessing Medicaid Services and seeking appropriate providers and care (FY '08 payments to districts totaled \$1,261,663); and 3) CSCT services (FY '08 payments to districts totaled \$11,189,039). (Source for data on payments: DPHHS, Health Resources Division)

While fee-for-service and administrative claiming generally provided reimbursement for services already being provided by districts, the CSCT program was an expansion of services. The expansion re-established a school-based mental health program to help schools meet the growing need of serving children with serious emotional disturbance. The CSCT is a comprehensive planned course of treatment provided by Community Mental Health Centers in school and community settings. The CSCT services include: behavioral intervention, crisis intervention, treatment plan coordination, aftercare coordination and individual, group, and family therapy. Individualized treatment plans tailored to the needs of each student are developed by licensed mental health professionals in coordination with school staff.

Serious behavioral problems can significantly interfere with a student's education and the education of others. Community Mental Health Centers working in close cooperation with public school districts increase the likelihood that education and mental health programs are better coordinated. Because mental health professionals are present throughout the school day, they are available to intervene and redirect inappropriate behaviors and to teach appropriate behaviors and social skills at each opportunity. This "real-time" intervention in the "natural setting" promises to have a major impact on improving the effectiveness of children's mental health services and the quality of the educational environment for all children.

In FY '08, 2,188 children received CSCT services from 277 teams of therapists located in approximately 70 cities. (Source for data: DPHHS, Health Resources Division)

Nearly all Medicaid reimbursements to districts for CSCT services are directly paid under contract to Community Mental Health Centers. Districts spend their Medicaid reimbursement from administrative claiming and fee-for-service on a wide variety of educational services.

Part 3 - Accountability

Montana's State Performance Plan

The *Individuals with Disabilities Education Improvement Act of 2004* requires states to submit a State Performance Plan (Part B – SPP) outlining efforts to implement the requirements and purposes of Part B of the Act, and describes how the state will improve such implementation [20 U.S.C. 1416(b)(1)].

The primary focus of the Performance Plan is based on three key monitoring priorities for the Office of Special Education Programs of the U.S. Department of Education:

1. Provision of a **free appropriate public education (FAPE) in the least restrictive environment (LRE)**;
2. the state exercise of **general supervisory authority**; and
3. **disproportionate representation** of racial/ethnic groups in special education and related services.

Within each of the three monitoring priorities, performance indicators established by the United States Secretary of Education quantify and prioritize outcome indicators for special education. The state uses these 20 performance indicators to establish measurable and rigorous targets with which to assess performance of both local educational agencies and the state over the next six years.

Statistical Methods Used

To ensure statistically sound data when evaluating the school district's or state's progress in meeting its established performance target, a minimum (N) and/or confidence intervals are applied to reduce the effect of small sample sizes on the determination of performance. Results based on small sample sizes have a wider margin of error than those based on large sample sizes. In other words, the larger the sample size, the greater the likelihood that the data are representative of the population and not due to random factors unrelated to student characteristics or educational programs, known as measurement or sampling error. The use of the minimum N and confidence intervals is intended to improve the validity and reliability of target determinations by reducing the risk of falsely identifying the state as having failed to meet the target, based on measurement/sampling error.

An identical statistical analysis is used in this report to evaluate regional progress in meeting the state's established performance targets for each of the five Comprehensive System of Personnel Development regions

CSPD Regional Performance

As part of its improvement activities, the OPI has enlisted the help of Montana's CSPD to develop and provide professional development opportunities related to several of the performance indicators in the State Performance Plan. The purpose of this report is to provide each CSPD region with an evaluation of its performance based on the state's established performance targets. The evaluation will be conducted on the Indicators where CSPD has been identified as a source to provide assistance with state improvement activities and where there are sufficient district data to do the evaluation. These indicators correspond to the performance

indicators evaluated in the District Public Reporting. District performance reports can be accessed using the following link: <http://data.opi.mt.gov/SppDistrictPublicReporting/>

Performance data for each CSPD Region are provided below. Assignment of a specific school district to a CSPD region is based on the counties within the CSPD Region border. Although the format includes data for all regions inviting comparisons, it is recommended that comparisons should be made with caution due to the variability between regions. Each CSPD region is unique in its number of districts and the students they serve.

Indicator 1 – Graduation Rates

The graduation rate for students with disabilities is a status graduation rate in that it utilizes a cohort method to measure the proportion of students who, at some point in time, completed high school. For further information as to the formula used in defining the cohort used in the calculation, please refer to Montana's State Performance Plan at <http://www.opi.mt.gov/SpecEd/index.html>.

The two tables below provide an evaluation of regional performance status (Table 1.2), and state performance status (Table 1.1) related to the State's Performance Target for graduation rates. These evaluations are based on the 2006-2007 school year. In addition, Table 1.1 includes the State Performance Target established for the 2007-2008 school year. State performance on this target will be reported in the 2009 Annual Performance Report due February 1, 2009.

Table 1.1 Montana Graduation Rates for Students with Disabilities

School Year	Graduate Count for Special Education	School Leaver Cohort Total	Completion Rate for Special Education	SPP Performance Target for FFY 2006	State Performance Status
2006-2007	879	1275	68.9%	69.9%	Met Target
2007-2008				70.0%	

Table 1.2 Montana Graduation Rates for Students with Disabilities by CSPD Region

CSPD Region	School Year	School Leaver Cohort Total	Graduate Count for Special Education	Region Completion Rate for Special Education	SPP Performance Target	Region Performance Status
Region I	2006-2007	140	93	66.4%	69.9%	Met Target
Region II	2006-2007	261	173	66.3%	69.9%	Met Target
Region III	2006-2007	282	210	74.5%	69.9%	Met Target
Region IV	2006-2007	254	167	65.7%	69.9%	Met Target
Region V	2006-2007	338	236	69.8%	69.9%	Met Target

Indicator 2 – Dropout Rates

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate is calculated by dividing the number of special education dropouts, ages 14-21, by the number of students in special education. The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

The two tables below provide an evaluation of regional performance status (Table 2.2), and state performance status (Table 2.1) related to the State's Performance Target for dropout rates. These evaluations are based on the 2006-2007 school year. In addition, Table 2.1 includes the State Performance Target established for the 2007-2008 school year. State performance on this target will be reported in the 2009 Annual Performance Report due February 1, 2009.

Table 2. 1 Montana Dropout Rates for Students with Disabilities

School Year	Special Education Dropout Count	Special Education Student Count, Ages 14-21	Special Education Dropout Rate	SPP Performance Target for FFY 2006	State Performance Status
2006-2007	352	6320	5.6%	5.8%	Met Target
2007-2008				5.6%	

Table 2. 2 Montana Dropout Rates for Students with Disabilities by CSPD Region

CSPD Region	School Year	Special Education Student Count, Ages 14-21	Dropout Count for Special Education	Region Completion Rate for Special Education	SPP Performance Target	Region Performance Status
Region I	2006-2007	724	44	6.1%	5.8%	Met Target
Region II	2006-2007	1037	88	8.5%	5.8%	Met Target
Region III	2006-2007	1489	70	4.7%	5.8%	Met Target
Region IV	2006-2007	1321	64	4.8%	5.8%	Met Target
Region V	2006-2007	1749	86	4.9%	5.8%	Met Target

Indicator 3 – Statewide Assessments

Indicator 3A – Meeting Montana's AYP Objectives for the Disability Subgroup

Adequate yearly progress (AYP) is measured using Montana's required 3rd-8th, and 10th grade criterion which referenced reading and math test scores, participation, attendance, and graduation rates. Each school's test scores are divided into 10 student groups based on race/ethnicity, economically disadvantaged, students with disabilities, and limited English proficiency. If any of the 10 student groups do not meet any of six AYP measurements, then the entire school or district is labeled as not meeting the federal AYP requirements. Further information regarding adequate yearly progress can be found on the NCLB Report Card found at <http://www.opi.mt.gov/ReportCard/index.html>.

For purposes of the IDEA – Part B State Performance Plan, states are required to report on the number of districts with a minimum N of 40 for the disability subgroup meeting Montana's AYP objectives.

The two tables below provide an evaluation of regional performance (Table 3.2), and state performance (Table 3.1) related to the State's Performance Target for school districts meeting the AYP objectives for the disability subgroup. These evaluations are based on the 2006-2007 school year. In addition, Table 3.1 includes the State Performance Target established for the 2007-2008 school year. State performance on this target will be reported in the 2009 Annual Performance Report due February 1, 2009.

Table 3. 1 Districts Meeting Montana's AYP Objectives for Disability Subgroup

School Year	Number of Districts Meeting Min N for Subgroup	Number of Districts Meeting AYP Objectives	Percent of Districts Meeting AYP Objectives	SPP Performance Target	State Performance Status
2006-2007	56	28	50.0%	39.0%	Met Target
2007-2008				40.4%	

Table 3.2 Districts Meeting Montana's AYP Objectives for Disability Subgroup by CSPD Region

CSPD Region	School Year	Number of Districts Meeting Min N for Subgroup	Number of Districts Meeting AYP Objectives	Percent of Districts Meeting AYP Objectives	SPP Performance Target	Region Performance Status
Region I	2006-2007	8	5	62.5%	39.0%	Met Target
Region II	2006-2007	7	0	0.0%	39.0%	Did Not Meet Target
Region III	2006-2007	10	6	60.0%	39.0%	Met Target
Region IV	2006-2007	11	7	63.6%	39.0%	Met Target
Region V	2006-2007	20	10	50.0%	39.0%	Met Target

Indicator 3B – Participation Rates

Participation rates are calculated by dividing the number of special education students who participated in the Math assessment plus the number of special education students who participated in the Reading by the number of students in special education in all grades assessed times two. This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt). Note: The state performance target for participation of students with disabilities in assessments for the State Performance Plan under IDEA is not the same as used for the AYP determination.

The two tables below provide an evaluation of regional performance (Table 3.4), and state performance (Table 3.3) related to the State's Performance Target for participation rates of students with disabilities in state assessments. These evaluations are based on the 2006-2007 school year. In addition, Table 3.3 includes the State Performance Target established for the 2007-2008 school year. State performance on this target will be reported in the 2009 Annual Performance Report due February 1, 2009.

Table 3.3 Participation Rates of Students with Disabilities in State Assessments

School Year	Number of Students with Disabilities - All Grades Assessed	Number of Students with Disabilities - Participation Count	Participation Rate for Students with Disabilities	SPP Performance Target	State Performance Status
2006-2007	19076	18585	97.4%	95.0%	Met Target
2007-2008				95.0%	

Table 3. 4 Participation Rates of Students with Disabilities in State Assessments by CSPD Region

CSPD Region	School Year	Number of Students with Disabilities in Grades Assessed	Number of Students with Disabilities Participating in State Assessment	Percent of Students Participating in State Assessment	SPP Performance Target	Region Performance Status
Region I	2006-2007	2152	2089	97.1%	95.0%	Met Target
Region II	2006-2007	2890	2776	96.1%	95.0%	Met Target
Region III	2006-2007	4170	4096	98.2%	95.0%	Met Target
Region IV	2006-2007	4330	4210	97.2%	95.0%	Met Target
Region V	2006-2007	5534	5414	97.8%	95.0%	Met Target

Indicator 3C – Proficiency Rates

Proficiency rates are calculated by dividing the number of special education students scoring Proficient or Advanced in the Math assessment plus the number of special education students scoring Proficient or Advanced in the Reading assessment by the number of students in all grades assessed times two. This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

The two tables below provide an evaluation of regional performance (Table 3.6), and state performance (Table 3.5) related to the State's Performance Target for proficiency rates of students with disabilities on state assessments. These evaluations are based on the 2006-2007 school year. In addition, Table 3.5 includes the State Performance Target established for the 2007-2008 school year. State performance on this target will be reported in the 2009 Annual Performance Report due February 1, 2009.

Table 3. 5 Proficiency Rates of Students with Disabilities on State Assessments

School Year	Number of Students with Disabilities - All Grades Assessed	Number of Students with Disabilities - Proficient or Above	Performance Rate for Students with Disabilities	SPP Performance Target	State Performance Status
2006-2007	19076	6355	33.3%	32.0%	Met Target
2007-2008				32.0%	

Table 3. 6 Proficiency Rates for Students with Disabilities on State Assessments by CSPD Regions

CSPD Region	School Year	Number of Students with Disabilities - All Grades Assessed	Number of Students with Disabilities - Proficient or Above	Performance Rate for Students with Disabilities	SPP Performance Target	Region Performance Status
Region I	2006-2007	2152	661	30.7%	32.0%	Met Target
Region II	2006-2007	2890	792	27.4%	32.0%	Did Not Meet Target
Region III	2006-2007	4170	1351	32.4%	32.0%	Met Target
Region IV	2006-2007	4330	1561	36.1%	32.0%	Met Target
Region V	2006-2007	5534	1990	36.0%	32.0%	Met Target

Indicator 4 – Suspension and Expulsion Rates

The OPI compares the long-term suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students in order to determine if there is a significant discrepancy occurring with respect to long-term suspension and expulsion rates for students with disabilities. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

A statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .01 level of significance. This means, we are 99 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population; therefore, we can employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students is statistically significant for a specific school district, the school district is identified as having a significant discrepancy in the rates of long-term suspensions and expulsions of students with disabilities for the specific school year.

The two tables below provide a comparison between the long-term suspension and expulsion rates of students with disabilities and the rates of students without disabilities used in the evaluation of significant discrepancy.

Table 4. 1 Montana Long-Term Suspension and Expulsion Rates

School Year	Number of Special Education Students with Long-term Suspension or Expulsion	Special Education Child Count	Special Education Long-term Suspension or Expulsion Rates	Number of Regular Education Students with Long-term Suspension or Expulsion	General Education Enrollment	Regular Education Long-term Suspension and Expulsion Rates
2006-2007	129	16515	0.8%	400	143334	0.3%

Table 4. 2 Montana Long-Term Suspension and Expulsion Rates By CSPD Region

CSPD Region	School Year	Number of Special Education Students with Long-term Suspension or Expulsion	Special Education Child Count	Special Education Long-term Suspension or Expulsion Rates	Number of Regular Education Students with Long-term Suspension or Expulsion	General Education Enrollment	Regular Education Long-term Suspension and Expulsion Rates
Region I	2006-2007	28	1886	1.5%	69	13422	0.5%
Region II	2006-2007	23	2558	0.9%	102	23092	0.4%
Region III	2006-2007	33	3700	0.9%	63	30820	0.2%
Region IV	2006-2007	14	3538	0.4%	69	34073	0.2%
Region V	2006-2007	31	4834	0.6%	97	41927	0.2%

The IDEA Part B State Performance Indicator and Performance Target address the percent of districts identified as having a significant discrepancy in the rate of long-term suspensions and

expulsions for students with disabilities compared to the rate of long-term suspensions and expulsions of students without disabilities. This is a compliance indicator meaning that the state performance target for every year will be 0 percent of districts will be identified as having significant discrepancy.

The two tables below provide an evaluation of regional performance (Table 4.4) and state performance (Table 4.3) related to the State's Performance Target for the percent of districts identified as having a significant discrepancy in the long-term suspension and expulsion rates of students with disabilities. These evaluations are based on the 2006-2007 school year. In addition, Table 4.3 includes the State Performance Target established for the 2007-2008 school year. State performance on this target will be reported in the 2009 Annual Performance Report due February 1, 2009.

Table 4.3 State Performance on Long-Term Suspension and Expulsion Rates

School Year	Number of LEAs (a)	Number of LEAs reporting long-term suspension and expulsions for students with disabilities	Number of LEAs identified with significant discrepancy (b)	Percent of LEAs identified with significant discrepancy (b/a)*100	SPP Performance Target	State Performance Status
2006-2007	425	51	0	0.0%	0.0%	Met Target
2007-2008					0.0%	

Table 4.4 CSPD Region Performance on Long-Term Suspension and Expulsion Rates

CSPD Region	School Year	Number of LEAs (a)	Number of LEAs reporting long-term suspension and expulsions for students with disabilities	Number of LEAs identified with significant discrepancy (b)	Percent of LEAs identified with significant discrepancy (b/a)*100	SPP Performance Target	State Performance Status
Region I	2006-2007	91	11	0	0.0%	0.0%	Met Target
Region II	2006-2007	79	9	0	0.0%	0.0%	Met Target
Region III	2006-2007	87	6	0	0.0%	0.0%	Met Target
Region IV	2006-2007	86	6	0	0.0%	0.0%	Met Target
Region V	2006-2007	82	19	0	0.0%	0.0%	Met Target

Indicator 5 – Education Environment

The educational placement count of students with disabilities, ages 6-21, is part of the larger child count data collection that is conducted on December 1 of each year. The IDEA Part B State Performance Plan requires that we report annually on the percent of students with disabilities, ages 6-21, for the following educational placement categories:

- Regular Class: Removed from regular class less than 21 percent of the day.
- Full-time Special Education: Removed from regular class greater than 60 percent of the day.
- Combined Separate Facilities: A roll-up of public/private separate schools, residential placements, and home or hospital settings.

The educational environment rate is calculated by dividing the number of students, ages 6-21, in a particular educational environment by the number of students with disabilities, ages 6-21, in the district.

The two tables below provide an evaluation of regional performance (Table 5.2), and state performance (Table 5.1) related to the State's Performance Targets for the educational placement of students with disabilities. These evaluations are based on the 2006-2007 school year. In addition, Table 5.2 includes the State Performance Target established for the 2007-2008 school year. State performance on this target will be reported in the 2009 Annual Performance Report due February 1, 2009.

Table 5.1 Montana Educational Placement

SPP Indicator Number	Education Environment	Special Education Setting Count	Educational Placement Percent	2006-2007 SPP Performance Target	State Performance Status	2007-2008 SPP Performance Target
Indicator 5A	Removed from Regular Class < 21% of the day	8147	49.0%	48.5%	Met Target	48.5%
Indicator 5B	Removed from Regular Class > 60% of the day	2031	12.2%	12.5%	Met Target	12.5%
Indicator 5C	Served in Separate Facilities	214	1.3%	1.8%	Met Target	1.7%

Table 5.2 Montana Education Placement by CSPD Region

CSPD Region	School Year	SPP Indicator Number	Education Environment	Special Education Setting Count	Educational Placement Percent	SPP Performance Target	Region Performance Status
Region I	2006-2007	Indicator 5A	Removed from Regular Class < 21% of the day	869	46.1%	48.5%	Met Target
		Indicator 5B	Removed from Regular Class > 60% of the day	178	9.4%	12.5%	Met Target
		Indicator 5C	Served in Separate Facilities	5	0.3%	1.8%	Met Target
Region II	2006-2007	Indicator 5A	Removed from Regular Class < 21% of the day	1266	49.5%	48.5%	Met Target
		Indicator 5B	Removed from Regular Class > 60% of the day	380	14.9%	12.5%	Met Target
		Indicator 5C	Served in Separate Facilities	8	0.3%	1.8%	Met Target
Region III	2006-2007	Indicator 5A	Removed from Regular Class < 21% of the day	1471	39.8%	48.5%	Did Not Meet Target
		Indicator 5B	Removed from Regular Class > 60% of the day	643	17.4%	12.5%	Met Target
		Indicator 5C	Served in Separate Facilities	61	1.6%	1.8%	Met Target
Region IV	2006-2007	Indicator 5A	Removed from Regular Class < 21% of the day	2052	58.0%	48.5%	Met Target
		Indicator 5B	Removed from Regular Class > 60% of the day	340	9.6%	12.5%	Met Target
		Indicator 5C	Served in Separate Facilities	38	1.1%	1.8%	Met Target
Region V	2006-2007	Indicator 5A	Removed from Regular Class < 21% of the day	2487	51.4%	48.5%	Met Target
		Indicator 5B	Removed from Regular Class > 60% of the day	462	9.6%	12.5%	Met Target
		Indicator 5C	Served in Separate Facilities	38	0.8%	1.8%	Met Target

Indicator 6 – Preschool Settings

Data for this indicator was not reported in the 2008 Annual Performance Report due to revisions in Preschool Setting categories and definitions. Data for the 2007-2008 school year will be reported in the Annual Performance Report due February 1, 2009.

Indicator 7 – Preschool Outcomes

This Indicator is designed to follow a preschool student longitudinally while the student is participating in a preschool program. For purposes of this data collection all children who have an Individualized Education Program (IEP) AND are 3, 4, or 5 years of age participate in a preschool program. For reporting in the State Performance Plan and subsequent Annual Performance Reports, there are two sets of data that OPI will collect each year:

1. Entry-level data for preschool students with disabilities reported for the first time on Child Count (initial IEP).
2. Exit-level and progress data for preschool students with disabilities who have reported entry-level data six months prior to exiting.

Preschool outcome data is currently being collected through our annual child count and exiting data collections. However, due to the longitudinal design, baseline data and targets for this indicator will not be reported in the Annual Performance Report until February 1, 2010.

Indicator 8 – Parent Involvement

The OPI employs a sampling methodology to gather data for this indicator that is aligned with the five-year compliance monitoring cycle. Therefore, district performance for this indicator is only reported for districts monitored in the year in which data is being reported.

To report on this indicator, each of the survey respondents received a percent of maximum score based on their responses to the 26 items on the survey. A parent who has a percent of maximum score of 60 percent or above is identified as one who, on average, agrees with each item; as such, the family member is agreeing that the school facilitated their involvement.

The parent involvement rate is calculated by dividing the number of respondent parents who report the school facilitated parent involvement as a means of improving services and results for children with disabilities by the total number of respondent parents of children with disabilities.

The two tables below provide an evaluation of regional performance (Table 8.2), and state performance (Table 8.1) related to the State's Performance Targets for the educational placement of students with disabilities. These evaluations are based on the 2006-2007 school year. In addition, Table 8.1 includes the State Performance Target established for the 2007-2008 school year. State performance on this target will be reported in the 2009 Annual Performance Report due February 1, 2009.

Table 8.1 Montana Parental Involvement Data

School Year	Number who reported school facilitated their involvement	Total number of parent respondents	Percent who reported school facilitated their involvement	SPP Performance Target	State Performance Status
2006-2007	367	533	68.9%	65.5%	Met Target
2007-2008				65.5%	

Table 8.2 Montana Parental Involvement Data by CSPD Region

CSPD Region	School Year	Total Number of Parent Respondents	Number who reported school facilitated their involvement	Percent who reported school facilitated their involvement	SPP Performance Target	Region Performance Status
Region I	2006-2007	64	31	48.4%	65.5%	Did Not Meet Target
Region II	2006-2007	16	9	56.3%	65.5%	Did Not Meet Target
Region III	2006-2007	304	202	66.4%	65.5%	Met Target
Region IV	2006-2007	0	0	0.0%	65.5%	Met Target
Region V	2006-2007	151	97	64.2%	65.5%	Did Not Meet Target

NOTE: There were no school districts monitored during the 2006-2007 school year in CSPD Region IV.

Indicator 9 – Disproportionate Representation

This indicator evaluates disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

The OPI employs multiple measures to determine if a school district has disproportionate representation based on inappropriate identification procedures. District performance reported in the Annual Performance Report is whether or not the district is identified as having a disproportionate representation due to inappropriate practices. This is a compliance indicator meaning that the target for each year of the State Performance Plan will be 0 percent of districts have been identified as having disproportionate representation due to inappropriate identification procedures.

First, the OPI conducts a statistical analysis of school district data to identify districts that have a statistically significant difference in identification rates resulting in the determination of disproportionate representation. A school district is determined to have disproportionate representation (either under-representation or over-representation) if, given a minimum N of 10, a district demonstrates a statistically significant difference in the proportion of students with disabilities of a specific racial/ethnic group receiving special education compared to the proportion of students with disabilities in all other racial/ethnic groups receiving special education, within a 99 percent confidence interval.

Second, when the statistical analysis of a school district's data indicates there is disproportionate representation (either under or over), the OPI informs the district of its determination and conducts a review of the district's policies, practices, and procedures to ensure identification is not the result of inappropriate identification.

Table 9.1 Montana Disproportionate Representation

School Year	Number of LEAs Reviewed (a)	Number of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures (b)	Percent of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures % = (b/a)*100	SPP Performance Target	State Performance Status
2006-2007	427	0	0.0%	0.0%	Met Target
2007-2008				0.0%	

Table 9.2 District Review of Disproportionate Representation by CSPD Region

CSPD Region	School Year	Number of School Districts	Number Identified With Disproportionate Representation	Number Identified with Disproportionate Representation Due to Inappropriate Identification
Region I	2006-2007	91	1	0
Region II	2006-2007	79	0	0
Region III	2006-2007	87	3	0
Region IV	2006-2007	86	0	0
Region V	2006-2007	82	0	0

Although there were several school districts identified as having disproportionate representation of racial/ethnic groups in special education, after a review of policies, practices, and procedures, there were no school districts identified as having disproportionate representation of racial and ethnic groups ***due to inappropriate identification practices***. Therefore, all CSPD Regions have met this state performance target.

The table below provides information on the racial/ethnic group and type of disproportionate representation for the four school districts.

Table 9. 3 Districts Identified with Disproportionate Representation

CSPD Region	School Year	School District	Racial/Ethnic Group	Disproportionate Representation Status
Region I	2006-2007	District A	American Indian/Alaskan Native	Over-Representation
Region III	2006-2007	District B	White, Non-Hispanic	Under-Representation
Region III	2006-2007	District C	White, Non-Hispanic	Under-Representation
Region III	2006-2007	District D	White, Non-Hispanic	Under-Representation

Indicator 10 – Disproportionate Representation - Disability Categories

Evaluation of district performance for this indicator involve the same multiple measures employed for Indicator 9. Again, this indicator is a compliance indicator meaning that the target for each year of the State Performance Plan will be 0 percent of districts have been identified as having disproportionate representation in specific disability categories due to inappropriate identification procedures.

Table 10. 1 Montana Disproportionate Representation in Specific Disability Categories

School Year	Number of LEAs Reviewed (a)	Number of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures (b)	Percent of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures % = (b/a)*100	SPP Performance Target for FFY 2006	State Performance Status
2006-2007	427	0	0.0%	0.0%	Met Target
2007-2008				0.0%	

Table 10. 2 District Identified with Disproportionate Representation-Specific Disabilities

CSPD Region	School Year	Number of School Districts	Number Identified With Disproportionate Representation	Number Identified with Disproportionate Representation Due to Inappropriate Identification
Region I	2006-2007	91	0	0
Region II	2006-2007	79	0	0
Region III	2006-2007	87	0	0
Region IV	2006-2007	86	0	0
Region V	2006-2007	82	0	0

There were no school districts identified as having disproportionate representation of racial and ethnic groups in specific disability categories ***due to inappropriate identification practices***. Therefore, all CSPD Regions have met this state performance target.

Indicator 11 – Child Find

The OPI employs a sampling methodology to gather data for this indicator that is aligned with the five-year compliance monitoring cycle. Therefore, school district performance for this indicator is only reported for districts monitored in the year in which data is being reported. During the compliance monitoring process, the OPI reviews a sample of student records for students who have been initially evaluated for special education services. This review includes a comparison of the date of the school district's receipt of written parent permission for evaluation to the date that the evaluation was completed to ensure that the evaluation was conducted in accord with the 60-day timeline.

The evaluation rate is calculated by dividing the number of reviewed IEPs for students whose eligibility was determined within the 60-day timeline by the total number of reviewed IEPs for students for whom parental consent to evaluate was received.

The table below presents the state's performance data for this indicator that was reported in the Annual Performance Report submitted on February 1, 2008. This is a compliance indicator meaning that the performance target is 100 percent of children, with parental consent to evaluate, will be evaluated within 60 days unless there was an exception to the timeframe in accord with the provisions stated in Sec. 614(a)(1)(C)(ii).

Table 11. 1 Montana Performance Target Status

School Year	Number of Children for whom Parent Consent to Evaluate was Received	Number of Children whose Evaluations were Completed within 60 days	Percent of Children with Parent Consent Evaluated within 60 days	SPP Performance Target for FFY 2006	State Performance Status
2006-2007	260	222	85.4%	100.0%	Did Not Meet Target

The following table presents the region's performance status for the 2006-2007 school year.

Table 11. 2 CSPD Region Performance Target Status

CSPD Region	School Year	Number of Children for whom Parent Consent was Received	Number of Children whose Evaluations were Completed within 60 days	Percent of Children with Parent Consent Evaluated within 60 days	SPP Performance Target	Region Performance Status
Region I	2006-2007	40	39	97.5%	100.0%	Did Not Meet Target
Region II	2006-2007	1	1	100.0%	100.0%	Met Target
Region III	2006-2007	45	41	91.1%	100.0%	Did Not Meet Target
Region IV	2006-2007	154	121	78.6%	100.0%	Did Not Meet Target
Region V	2006-2007	20	20	100.0%	100.0%	Met Target

Indicator 12 – Part C to Part B Transition

In collaboration with the lead agency for the IDEA Part C Early Intervention Program, the OPI collects data from specific school districts in order to evaluate performance for this indicator. Therefore, performance data reported are for those districts who received a referral for IDEA Part B eligibility determination from the IDEA Part C Early Intervention Program.

The OPI receives child-specific referral data from each Part C provider that includes the name of the LEA receiving the referral and the date of the referral. The OPI contacts each LEA to collect additional data, including the following: date of eligibility meeting, eligibility determination

outcome, date of the initial IEP, and any reasons for delay if the initial IEP was not implemented by the child's third birthday.

The indicator rate, the percent of children found eligible for Part B and who have an IEP developed and implemented by their third birthday, is calculated by dividing the number of children found eligible and have an IEP developed and implemented by their third birthday by the number of children referred by Part C to Part B for eligibility determination.

This is a compliance indicator meaning that the state's performance target will be 100 percent for each year of the State Performance Plan.

The table below presents state performance data for this indicator as reported in the Annual Performance Report submitted February 1, 2008.

Table 12. 1 Montana Performance Target Status

School Year	Number of Children Referred By Part C to Part B for Eligibility Determination	Children found Eligible for Part B and Who Have an IEP Developed and Implemented by Their Third Birthday	Percent of Children Referred by Part C Prior to Age 3, Who Are Found Eligible for Part B, and Who Have An IEP Developed and Implemented By Their Third Birthdays	SPP Performance Target	State Performance Status
2006-2007	107	51	61.4%	100.0%	Did Not Meet Target
2007-2008				100.0%	

The following table presents performance data by CSPD Region for this indicator.

Table 12. 2 CSPD Region Performance Target Status

CSPD Region	School Year	Number of Children Referred by Part C to Part B for Eligibility Determination (a)	Number of Children Found Not Eligible or Parent Caused Delays in Evaluation (b)	Number of Children found Eligible for Part B and Who Have an IEP Developed and Implemented by Their Third Birthday (c)	Percent of Children Referred by Part C Prior to Age 3, Who are found eligible for Part B and Who Have An IEP Developed and Implemented by Their Third Birthday $\% = c / (a-b)$	SPP Performance Target	Region Performance Status
Region I	2006-2007	17	6	5	45.5%	100.0%	Did Not Meet Target
Region II	2006-2007	28	8	17	85.0%	100.0%	Did Not Meet Target
Region III	2006-2007	46	5	25	61.0%	100.0%	Did Not Meet Target
Region IV	2006-2007	16	5	4	36.4%	100.0%	Did Not Meet Target
Region V	2006-2007	0	0	0	0.0%	100.0%	Met Target

Note: CSPD Region V did not have any referrals from Part C to Part B. Therefore, they have met the state's performance target.

Indicator 13 – Secondary Transition with IEP Goals

The OPI employs a sampling methodology to gather data for this indicator that is aligned with the five-year compliance monitoring cycle. Therefore, district performance for this indicator is only reported for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records for students, ages 16 and older, to ensure their IEPs include coordinated, measurable, annual goals and transition services that will reasonably enable students to meet post-secondary goals.

The secondary transition IEP goals rate is calculated by dividing the number of reviewed IEPs for students, aged 16 and older, that include coordinated, measurable, annual IEP goals and transition services by the total number of reviewed IEPs for students aged 16 and older.

The table below presents the state performance related to this indicator as reported in the Annual Performance Report submitted February 1, 2008. This is a compliance indicator and as such the state's performance target will be 100 percent of IEPs for students, ages 16 and older, will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals for each year of the State Performance Plan.

Table 13. 1 Montana Performance Target Status

School Year	Number of IEPs Reviewed	Number of IEPs with Transition Goals	Percent of IEPs with Transition Goals	SPP Performance Target	State Performance Status
2006-2007	66	42	63.6%	100.0%	Did Not Meet Target
2007-2008				100.0%	

The following table presents the evaluation of CSPD Regional performance related to this indicator.

Table 13. 2 CSPD Region Performance Target Status

CSPD Region	School Year	Number of IEPs Reviewed	Number of IEPs with Transition Goals	Percent of Secondary Transition with IEP Goals	SPP Performance Target	Region Performance Status
Region I	2006-2007	13	10	76.9%	100.0%	Did Not Meet Target
Region II	2006-2007	7	6	85.7%	100.0%	Did Not Meet Target
Region III	2006-2007	16	5	31.3%	100.0%	Did Not Meet Target
Region IV	2006-2007	20	13	65.0%	100.0%	Did Not Meet Target
Region V	2006-2007	10	8	80.0%	100.0%	Did Not Meet Target

Indicator 14 (New Indicator): Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

Montana Post-School Survey Results for the 2005-2006 School Year

Number of Youth with Disabilities Not In Secondary School (a)	Number of Youth with Disabilities Employed And Enrolled (b)	Number of Youth with Disabilities Competitively Employed (c)	Number of Youth with Disabilities Enrolled in Postsecondary School (d)	Percent of Youth with Disabilities Competitively Employed and/or Enrolled % = $[(b+c+d)/a]$	Number of Youth with Disabilities NOT Employed and/or Enrolled (e)	Percent of Youth with Disabilities NOT Employed and/or Enrolled % = (e/a)
1247	159	377	37	46.0%	142	11.4%

Post-school outcome data will be directly reported by school districts through tracking youth who had IEPs and are no longer in secondary school in spring of 2007. Baseline was reported in the State Performance Plan.

Improvement Activities: The OPI is revising its current electronic exiting data collection to include post-school outcomes data and ensure this data requirement is incorporated in the AIM system.

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible, but in no case later than one year from identification.

The OPI has a comprehensive system of general supervision that includes a review of IDEA Part B applicants' policies and procedures to ensure consistency with IDEA Part B

requirements. It also includes procedures for formal complaints and due process hearings and mediation, an Early Assistance Program (EAP) to resolve issues prior to their becoming formal complaints or going to due process. It provides a compliance monitoring process based on a five-year cycle, and a focused intervention system based on selected performance indicators.

Each component of the general supervision system includes procedures for tracking data to ensure requirements and timelines are addressed in a timely manner. Analysis of data from the 2005-2006 school year shows that all timelines for due process hearings, mediations and formal complaints have been met 100 percent of the time.

Monitoring data for 2006-2007 was analyzed and reported in the Annual Performance Report.

Improvement Activities: The OPI will revise its Focused Intervention activities to better align with State Performance Plan indicators; continue to ensure timelines are addressed; review the status of corrective action plans on a monthly basis; provide follow-up to school districts to ensure they are moving toward completion of corrective action plans; and implement sanctions, as appropriate, to ensure school districts complete required corrective action plans.

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

Only one complaint was received in 2006-2007. It was resolved through the Early Assistance Program.

Improvement Activities: The OPI will continue to work at reducing the number of complaints by providing timely technical assistance to districts and using part-time seasonal personnel to serve in a technical assistance capacity to resolve conflicts.

Indicator 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

In 2006-2007 there were no fully adjudicated due process hearing requests.

Improvement Activities: The OPI will continue to provide annual training to hearing officers and track timelines for due process hearings to ensure compliance.

Indicator 18 (New Indicator): Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

Districts must convene the 30-day resolution session in a timely manner following the IDEA statute requirements and, if requested, the OPI may provide technical assistance. Baseline data was collected during the 2005-2006 school year and will be reported in the State Performance Plan.

One resolution session was held which resulted in a written agreement.

Improvement Activities: The OPI will continue to respond to any requests from school districts for assistance in establishing procedures for successful resolution sessions.

Indicator 19: Percent of mediations held that resulted in mediation agreements.

Established procedures allow either party to request mediation. For mediation to proceed, both parties must agree to the mediation.

Three mediations resulted in two written agreements

Improvement Activities: The OPI will continue to provide training to school districts, parents and parent advocacy groups about the mediation process and make trained mediators available to schools and parents at no cost when requested.

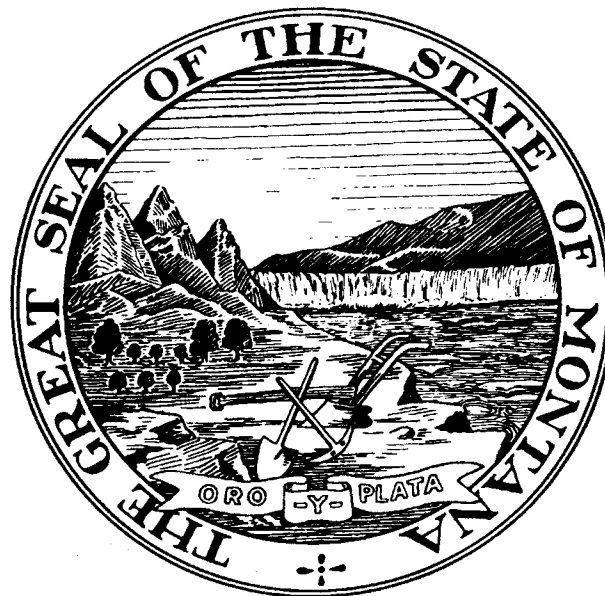
Indicator 20: State-reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

The OPI has consistently met designated timelines 100 percent of the time over the past five years. Data are reviewed and validation checks performed to ensure accuracy of the submitted data.

Improvement Activities: The OPI will continue to provide technical assistance for data submission and ensure that the AIM system includes all required data elements.

**SPECIAL EDUCATION REPORT TO THE
61ST LEGISLATURE**

January 2009



**Denise Juneau
Superintendent
Office of Public Instruction
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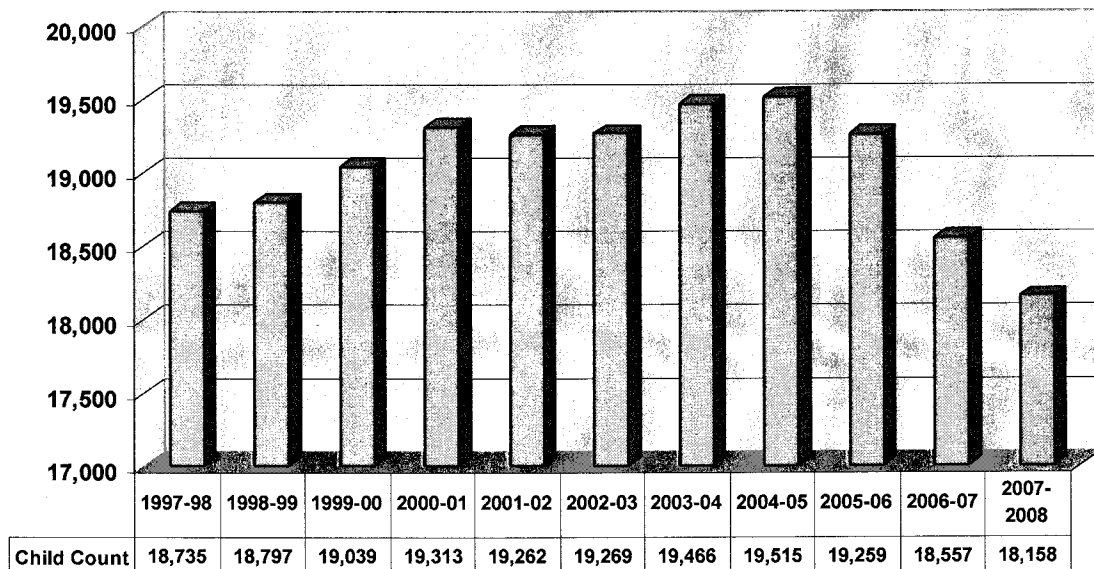
Part 1- Students Served

Special Education Child Count and Student Enrollment

Public schools must make available special education and related services to all IDEA-eligible (Individuals with Disabilities Education Act) students with disabilities beginning at age three and through age 18. Services to students, ages 19, 20, and 21, are permissive. That means the decision to serve 19, 20 and 21-year-old students is determined by the policies of the school district board of trustees [20-5-101(3), Montana Code Annotated (MCA), and Administrative Rules of Montana (ARM) 10.16.3122].

Students with disabilities receive a wide range of services, including specially designed instruction, transition services, assistive technology, and related services such as speech-language therapy, occupational therapy, and physical therapy. Both the type and the extent of services a student receives are individually determined based on the educational needs of the student.

Special Education Child Count Longitudinal Data – Students Ages 3-21



This is a count of students with disabilities who have a valid Individualized Education Program (IEP) in accordance with IDEA and are receiving services indicated on the IEP on the first school day in December. The count includes students who are enrolled in public schools, publicly funded schools, residential treatment facilities that contract with the OPI to provide services to their students who are Montana residents, and students who are in private or home schools and are receiving services from a public school in accordance with a Services Plan.

Source: Child Count Data Files ([Opnlmntprd3/Share/SEDATA/BPE Report/July 2008](#) and [Share/SEDATA/Data Manager/Data ManagerInformation/Child Count](#))

Analysis of the December 1, 2007, Child Count data (term used for the collection of student special education data) shows there was a decrease of 399 students from the previous year with the most significant decreases occurring in the speech-language impairment and learning disabilities categories. Thirty-five percent of the decrease occurred in grades K-3. Districts reported the following reasons for the decrease: implementation of interventions in general education resulting in fewer referrals to special education; student progress reviews that identified students no longer in need of special education instruction and so exited from special education services; and decreases in student enrollment. Analysis of the data also showed a significant decrease in the count of students reported in the disability category of emotional disturbance. Factors affecting the decrease include implementation of positive behavioral supports in general education and the positive effects of the implementation of over 100 Comprehensive School and Community

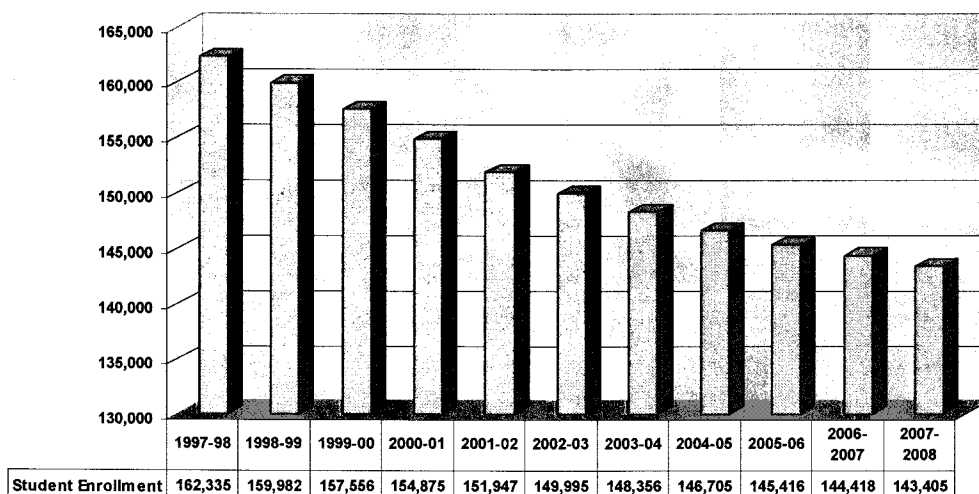
Treatment Services (CSCT) programs in schools across the state. Students are not required to be eligible for special education services to receive CSCT services.

The disability category showing the most significant increase (9.09%) is Autism. This is reflective of what is occurring nationwide. Factors affecting this are the increase in numbers of students previously identified as having Autism and moving into Montana, as well as an increase in knowledge of how to more effectively identify children who meet the criteria for Autism.

Montana's Child Count (term used for the collection of student special education data) grew steadily from 1996 through 2001. From 2001 to present, the count has leveled off.

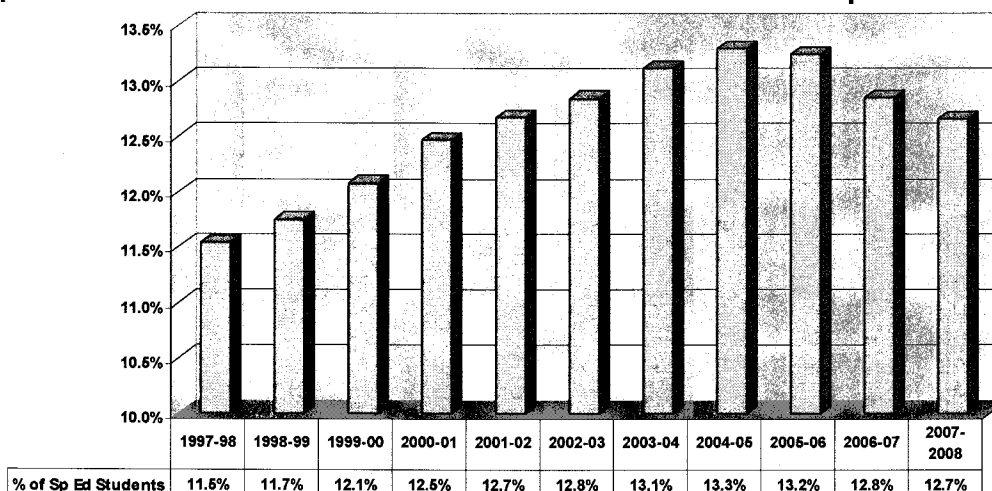
In contrast, Montana's public school enrollment has shown a steady decline since 1996. Because of declining enrollment at the same time special education Child Count has either grown, or in recent years remained steady, the proportion of students served by special education has increased.

Student Enrollment Longitudinal Data Grades Pre-Kindergarten through 12



Source: Montana Public School Enrollment Data, (Published yearly by the OPI)

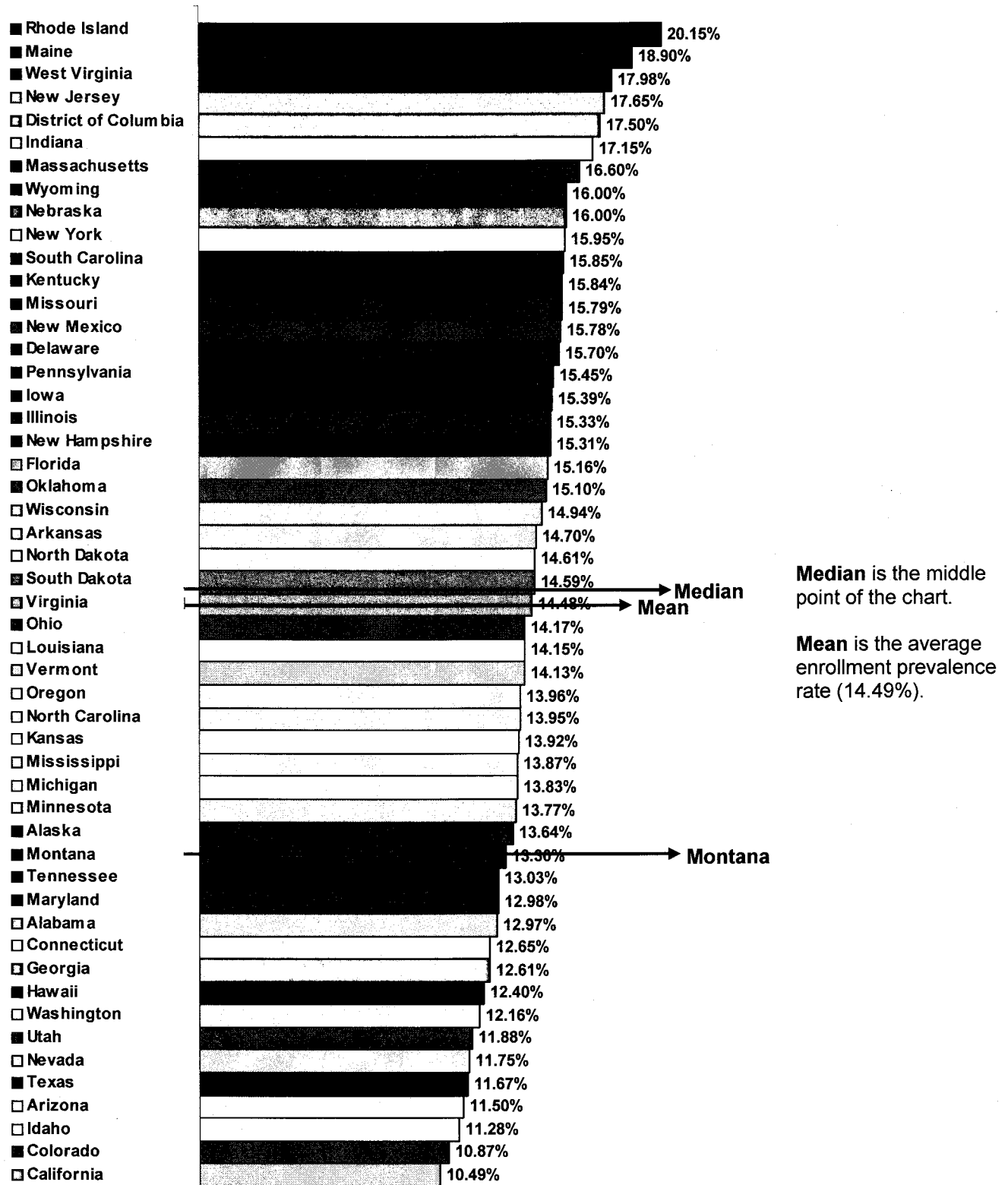
Proportion of All Students Enrolled in Public Schools Who are Special Education



NOTE: Percentage is calculated by dividing the special education student count for the year by the total student enrollment for the same year.

Montana ranks below the mean in the percentage of students served under IDEA according to the Office of Special Education Programs, U.S. Department of Education.

National Enrollment Prevalence of Children Served Under IDEA, Part B, During the 2004-2005 School Year.



Source: U.S. Office of Special Education Programs (IDEAdata.org) Other Data Products/Part B Trend Data Files/Table B1, Number and Percent of Population Served (Ages 3-21), by State: 1977 through 2005.

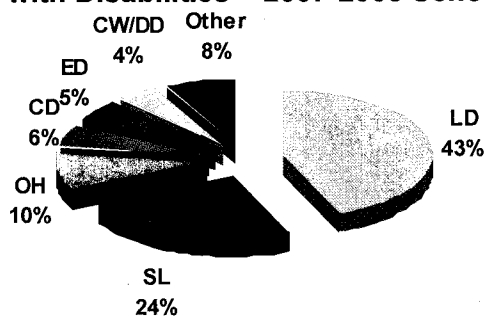
Student Identification by Disability

The categories of Learning Disability and Speech-Language Impairment represent two-thirds of all students receiving special education services (LD=43%; SL=24%). The number of students identified under the categories of Learning Disability and Speech-Language Impairment decreased by 410 and 227 respectively. This decrease is the result of several large districts in Montana implementing general education interventions, including scientifically based instructional programs that reduced the number of students referred for special education.

A U.S. Department of Education, Office of Special Education Programs, policy letter issued in the early 1990s and subsequent federal regulations finalized in March of 1999 listing attention deficit disorder/attention deficit hyperactivity disorder in the definition for Other Health Impairment (OH) have resulted in a dramatic increase in this disability category shortly after the change, but has leveled off in recent years. The number of students in Montana identified as OH grew from 177 students reported in FY '90 to 1,727 students reported in FY '08.

The number of students identified as having Autism (AU) has also increased substantially over the last 10 years. While Autism is considered a low-incidence disability category, the cost to address the needs of a child with Autism is high. In the first year that students were reported under Autism in Montana (FY '92) only two students were reported. Subsequent years have seen steady increase with the most recent count (FY '08) at 442 students reported.

Disabilities by Percentage of Total Number of Students with Disabilities – 2007-2008 School Year



DISABILITY ABBREVIATIONS and Student Count for the 2007-08 School Year

LD	Learning Disability - 7,965
SL	Speech-Language Impairment - 4,307
OH	Other Health Impairment - 1,727
CD	Cognitive Delay - 1,015
ED	Emotional Disturbance - 987
CW/DD	Child with Disabilities/Developmental Delay - 791
Other	Total - 1,366
MD	Multiple Disabilities - 559
AU	Autism - 442
HI	Hearing Impairment - 148
OI	Orthopedic Impairment - 63
TB	Traumatic Brain Injury - 64
VI	Visual Impairment - 57
DE	Deafness - 30
DB	Deaf-Blindness - 3

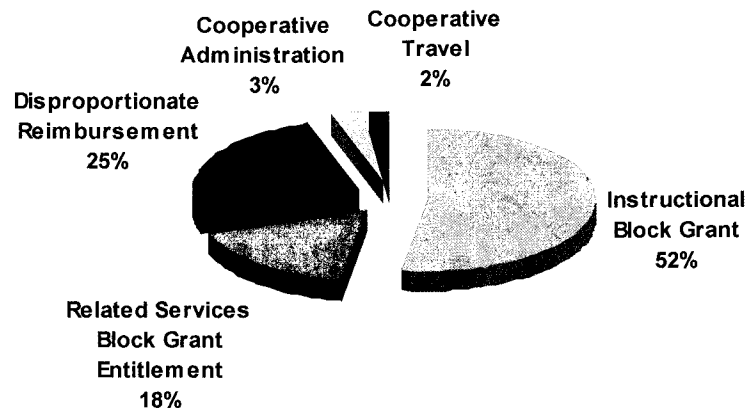
Source: Special Education Child Count conducted on December 1, 2007
 Opihlntprd3\Access\Division\SpecialEducation\SQLCC\tblcc Child Count 2008.

An interesting effect of better identification of students with Autism shows that the total number of students identified with cognitive delay and those with Autism has remained fairly constant over the past several years with a small increase each year. The national concern that the incidence of Autism is increasing may be explained in Montana in part to better diagnostic tools available to educational professionals for an accurate identification of Autism.

Part 2 - Funding

State Special Education Appropriation for 2007-2008 School Year

Montana's special education funding structure distributes state appropriations in accordance with 20-9-321, MCA, based on a combination of school enrollment (not special education child count) and expenditures. Seventy percent of the appropriation is distributed through block grants (instructional block grants and related services block grants), which are based on enrollment. Twenty-five percent is distributed through reimbursement for disproportionate costs, which is based on expenditures. The remaining 5 percent is distributed to special education cooperatives to cover costs related to travel and administration. For FY '08, the Montana Legislature had increased the state special education appropriation by approximately \$1 million. The following represents the breakouts for FY '08.



State Entitlement for 2007-2008 School Year

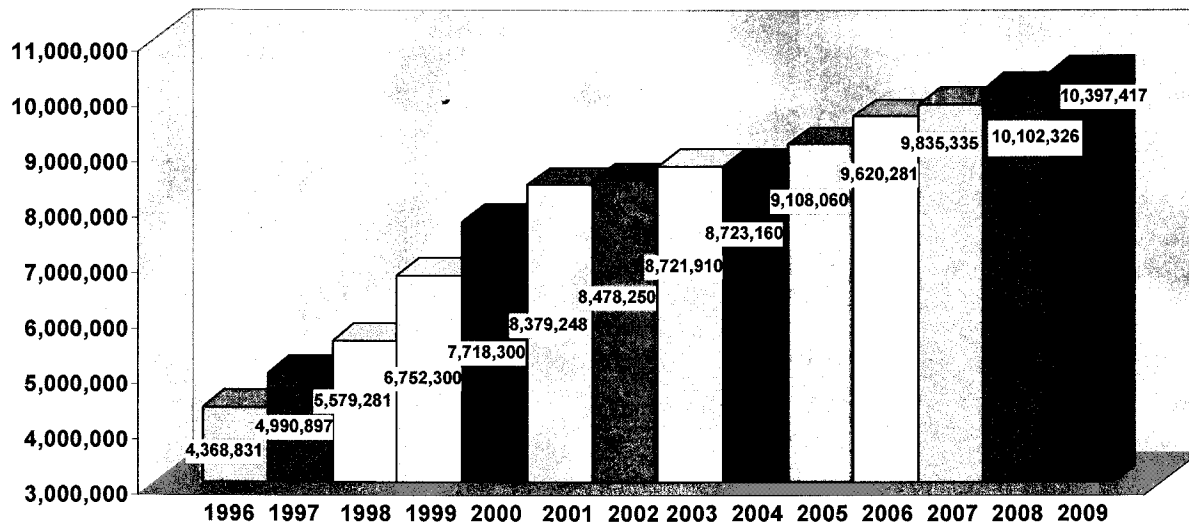
Instructional Block Grant	\$21,225,358
Related Services Block Grant	\$7,074,623
Disproportionate Reimbursement	\$10,102,326
Cooperative Administration	\$1,212,279
Cooperative Travel	\$808,186
TOTAL	\$40,422,777

NOTE: The total payment to schools is less than the total appropriation. A small amount of the appropriation is withheld to compensate for adjustments to ANB. Source: MAEFAIRS Qry Table SpecialEducation Dispro Cost and COOP SPED tables, created 01/2009

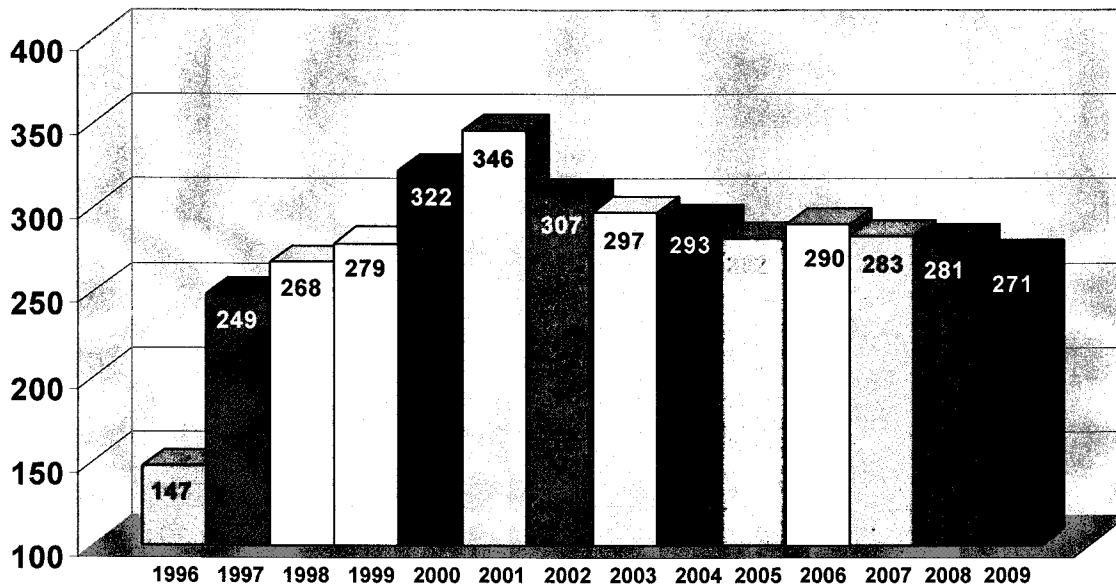
Growth in Reimbursement of Disproportionate Costs

The proportion of the total state appropriation distributed in the form of reimbursement for disproportionate costs grew both in total dollars and in the number of districts receiving reimbursement for disproportionate costs through FY '01. The funding for disproportionate reimbursement was revised in FY '02 to fix the proportion of funds distributed under reimbursement for disproportionate costs and shift funding back to instructional and related services block grants. Today, any increase in funds distributed for purposes of reimbursement of disproportionate costs is due to an increase in overall appropriations for special education.

Total \$ Amount for Disproportionate Reimbursement by Year



Number of School Districts Receiving Reimbursement for Disproportionate Costs

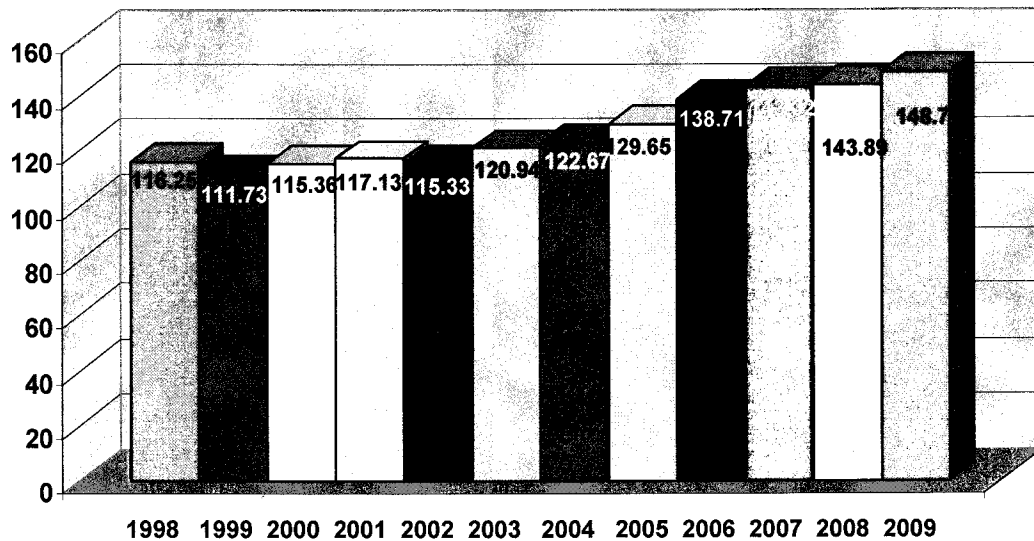


Source: MAEFAIRS Qry Table SpecialEducation Dispro Cost, created 01/2009

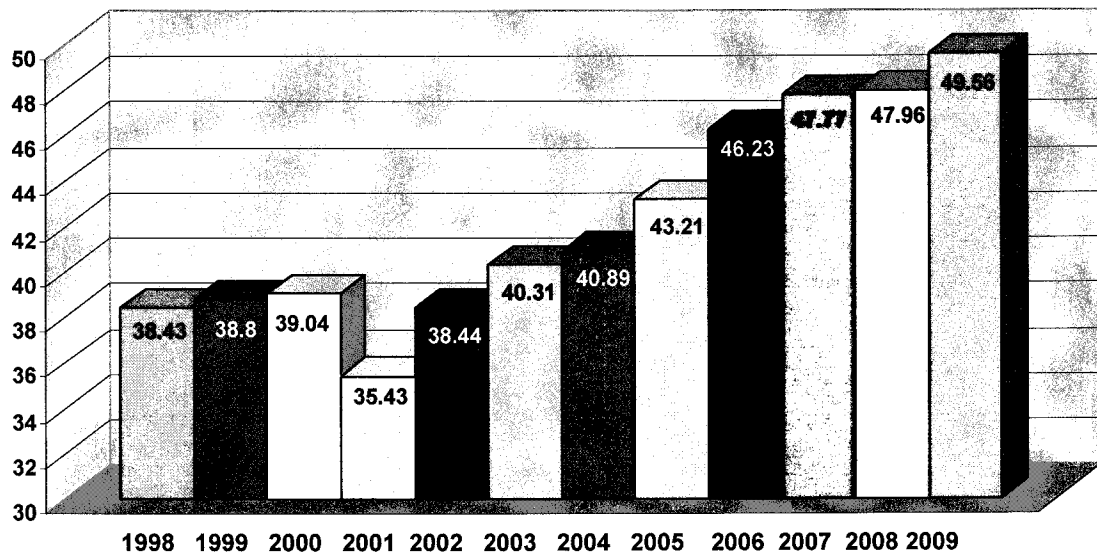
Instructional Block Grants and Related Services Block Grants

With the 25 percent limit on the proportion of funds distributed in the form of reimbursement for disproportionate costs, the block grant rates (per student expenditure) are no longer declining and are instead increasing along with increases in state appropriations. This will benefit both schools and special education cooperatives. State special education cooperatives are significantly affected since they are not eligible for reimbursement for disproportionate costs and the related services block grant is the primary source of funding. This shift is supporting the structure of the funding model's emphasis on block grant distribution of funds.

Instructional Block Grant per Student Allocation



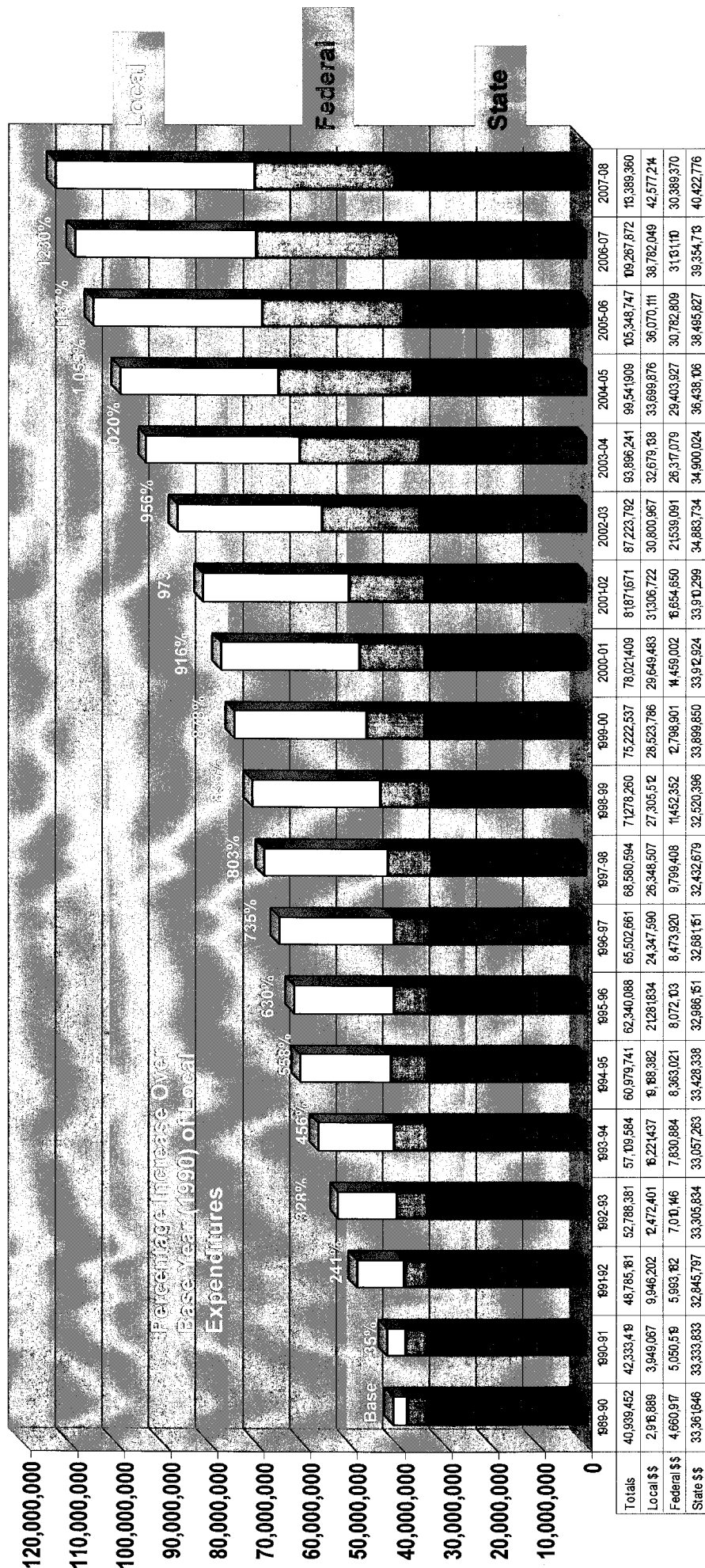
Related Services Block Grant per Student Allocation



Source: Source: GF Budget Spreadsheet, 01/2009

Expenditures of State, Federal, and Local Funds Comparison by Year

Comparison by School Years 1990 - 2008



NOTE: This table may differ from previously released versions. Amounts are changed to reflect adjustments to trustees' financial summaries submitted by school districts.

Source: State - Special education payment amount provided by OPI accounting, which does not include reversion; Federal - Expenditures provided by OPI accounting (SABHRS year-end report); Local - Expenditures from board of trustees' financial summaries for special education allowable costs are reduced by the state payment amount to come up with the local amount.

Federal

The growth in expenditures for special education has become an issue of national significance. On a national level, attention has been focused on the proportion of federal support for special education. The most recent information (November 2005) we have on the federal share of special education costs (national average) is 18.6 percent of the national average per pupil expenditure (Senate Democratic Appropriations Committee). Although this is a greater proportion of the national average per pupil expenditure than in the past, the proportion remains less than one-half the 40 percent level promised by Congress when the special education laws were first passed in the mid 1970s. If Congress were to fund special education at 40 percent of the national average per pupil expenditure, the level of funding would cover between 50 and 60 percent of Montana's special education allowable costs. This is due to relatively lower costs for special education in Montana, and the way the national average per pupil expenditure is calculated.

In Montana, approximately \$113.4 million were spent on special education in FY '08. This is a significant increase from FY '90 when approximately \$41 million of state, federal and local funds were spent on special education. Much of this increase can be attributed to inflation and an increase in the number of students served by special education. In FY '08, approximately \$30.4 million of the \$113.4 million Montana spent on special education came from federal revenue sources (approximately 27 percent).

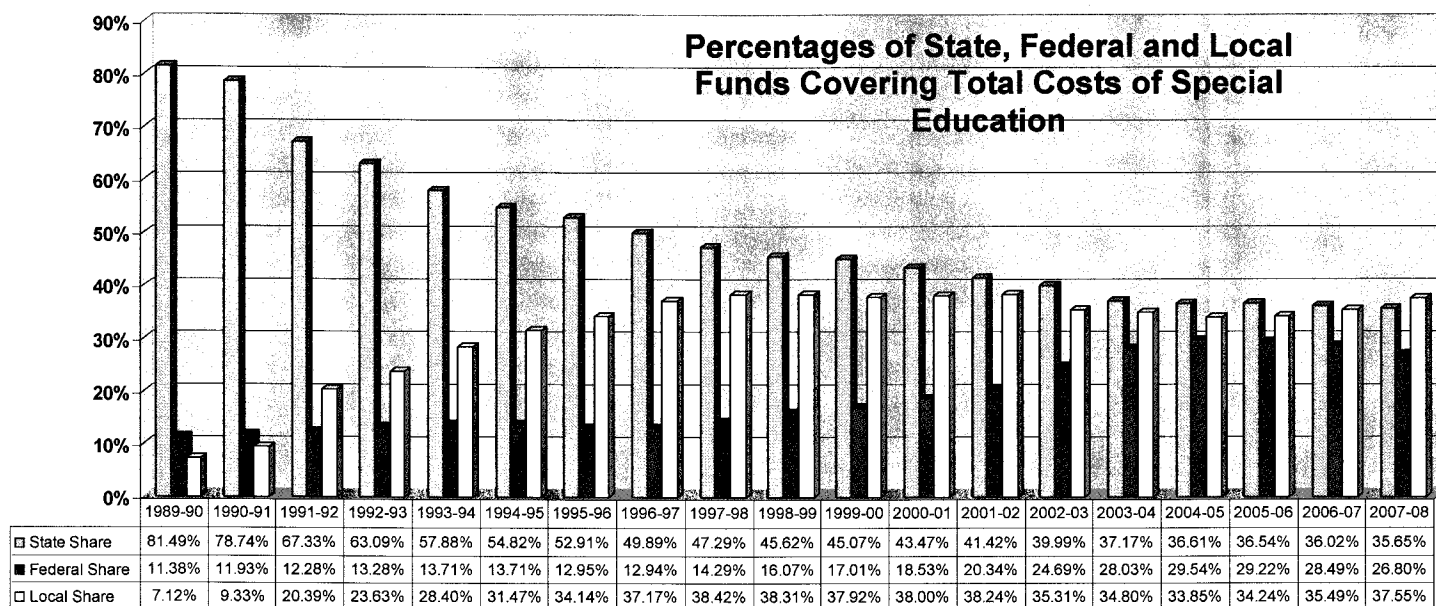
State

State appropriations for special education have fallen far short of the growth in costs. During a period of increased costs, coupled with flat state funding throughout the 1990s, the state share of the total costs of special education has slipped from approximately 81.5 percent in FY '90 to approximately 36 percent in FY '08.

Local

The greatest share of funding for increased costs of special education has come from the local general fund budgets. Local school districts have absorbed the increase in costs of special education by increasing their contribution from approximately \$3 million in FY '90 to approximately \$42.6 million for FY '08. This represents an increase of over 1,100 percent in local district contribution for special education. In FY '03, for the first time since FY '90, the local expenditures for special education funding decreased. This likely occurred because state funding increased slightly (3 percent) and federal funding increased by 29 percent. However, in FY '04, state funding leveled off and local expenditures again saw an increase. In FY '05 and FY '06, state funding increased; however, local expenditures also increased with FY '08, comprising approximately 38 percent of the special education costs in Montana.

For purposes of this discussion, "local funds" means special education expenditures from the district general fund that are above the amount specifically earmarked for special education. The revenue source for these "local funds" includes ANB Funding, guaranteed tax base aid, and local revenues. These "local funds" are generally perceived as local because they are drawn out of the general fund budget and would have otherwise been available for general education. This shift in the allocation of local funds has been a serious concern for schools and parents and has, for a number of years, created an atmosphere of competition for dollars.



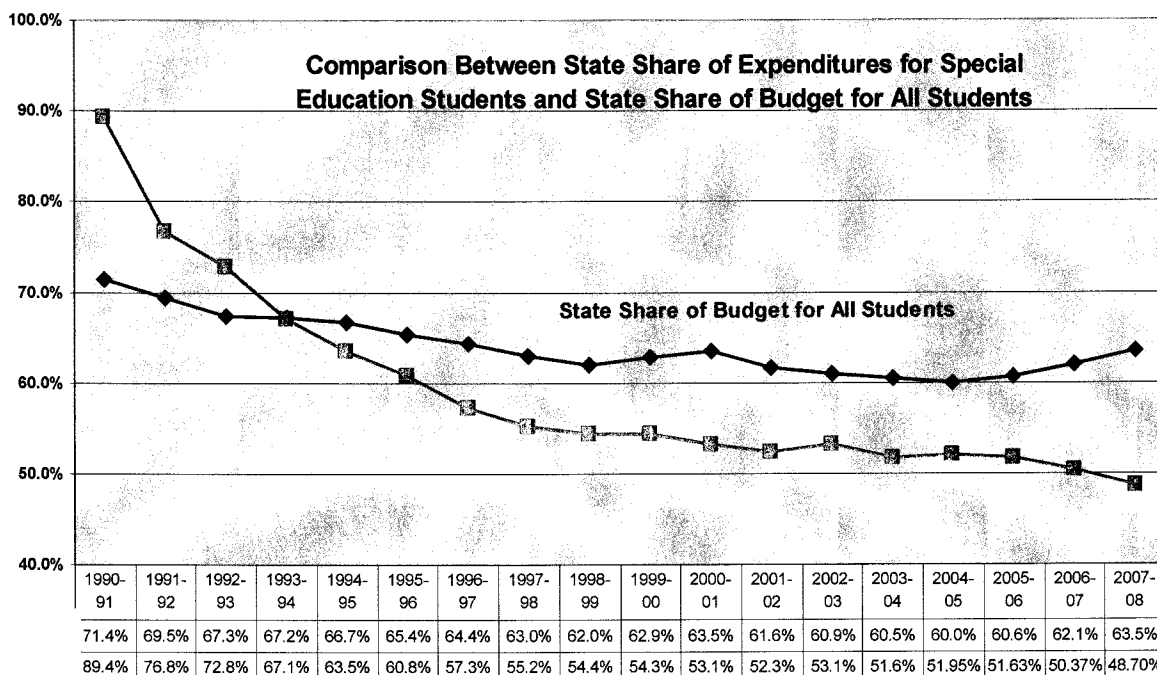
Source: State - Special education payment amount provided by OPI accounting

Over the years, the relative proportion of state, federal, and "local" funds covering the costs of special education has changed dramatically. State funding has remained relatively constant. Since FY '90, local districts have provided sizable increases in their contributions from "local funds." Beginning in FY 2000, federal funds have also increased substantially. As a result, by FY '06 the proportion of special education expenditures from state, federal and "local" funds is nearly equal.

The General Fund

Another way to consider the impact of state funding of special education is to compare the percentage of state support for the school district general fund budget with the percentage of special education expenditures from earmarked state special education funds.

The percentage of special education expenditures in the general fund, coming from earmarked funds for special education, has slipped from approximately 89 percent in FY '91 to approximately 49 percent in FY '08. In the meantime, the state support of the general fund budget for all students has slipped from approximately 71 percent in FY '91 to approximately 63.5 percent in FY '08. At one time, the state share of special education general fund expenditures was 18 percent higher than the state share of the general fund budget for general education. By FY '08, the state share of special education expenditures was 14.5 percent lower than the state share of the general fund budget for general education.



Source: State - Special education payment amount provided by OPI accounting

This chart is provided for the purpose of illustration. The comparison is between special education expenditures for special education students and general fund budgets for all students.

The portion of the budget for all students that is not state share is comprised of local revenues (property taxes, non-levy revenues, and reappropriated monies). The portion of the expenditures for special education students refers only to earmarked state appropriations.

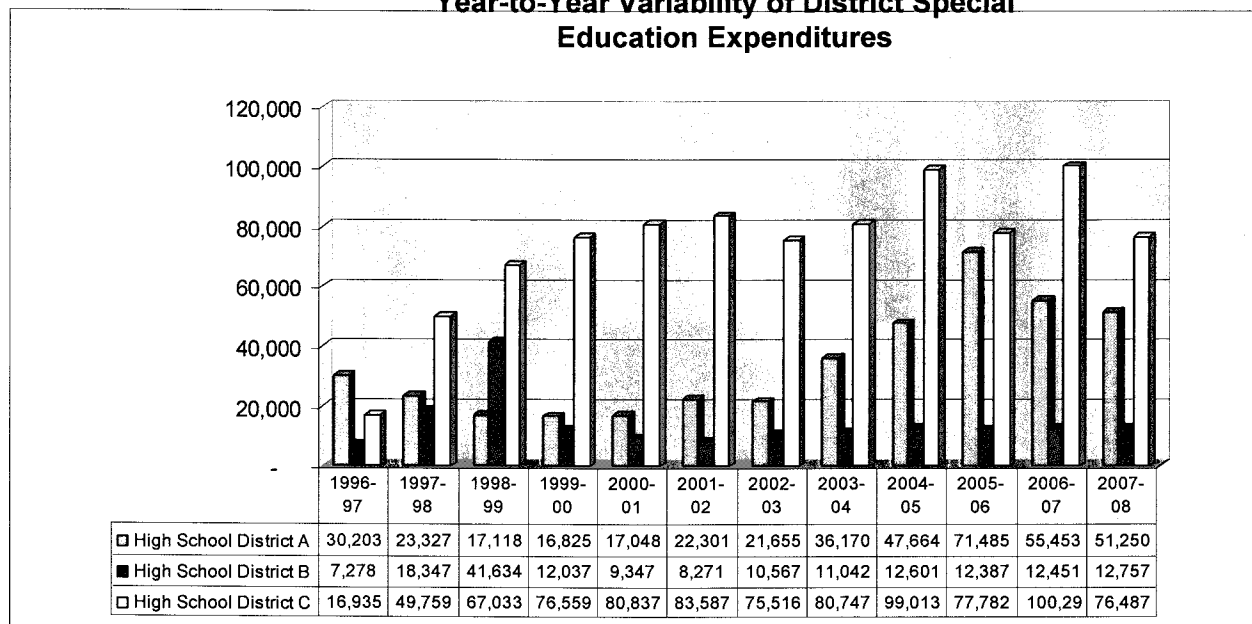
Per Student Expenditure Comparisons at the District Level

The need for public school districts to redirect "local funds" to cover the cost of special education presents a significant challenge to districts. However, another dimension of the challenge public schools face when they budget for special education is the relatively unpredictable nature of special education costs, particularly for small districts.

Significant variation in special education expenditures exists between districts of similar size. Furthermore, significant variation in special education expenditures exists from year-to-year within

the same district. The reasons for this variability are many. Differences in salary for personnel, proportion of students identified as eligible for special education, concentrations of group homes in a community, and the costs of serving students with significant educational needs who enroll and later disenroll are some of the primary factors contributing to the variability.

Year-to-Year Variability of District Special Education Expenditures



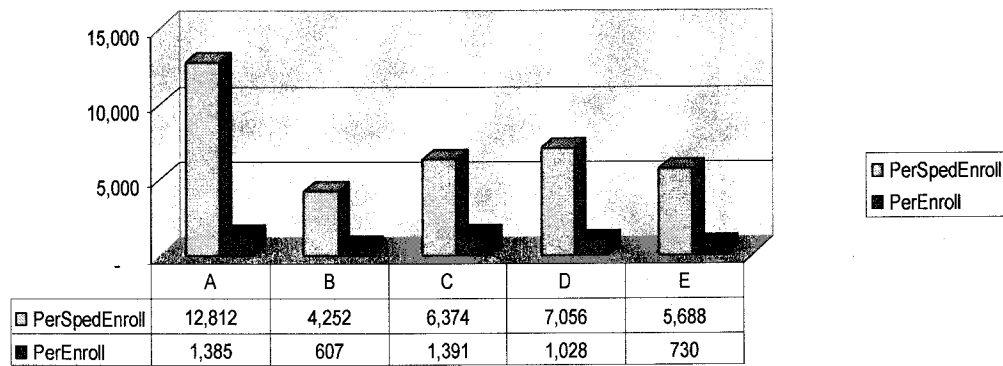
Source: Copy or SpedRequestJimODec18.xls G://Legis07/Legis07/Sped

The three high school districts were selected for only purposes of illustration, but are good examples of year-to-year variability in expenditures that some districts face when they try to budget for special education. FY '07 enrollment in the three districts were all below 60 students.

House Bill 2 includes language that allows the Office of Public Instruction to distribute funds from the appropriation for in-state treatment to public school districts for the purpose of providing for educational costs of children with significant behavioral or physical needs. This fund can help to mitigate some of the cost variability. However, in FY '07 the OPI received approximately \$2.5 million in requests for approximately \$.5 million in available funds.

In addition to year-to-year variability, significant differences exist between public school districts in the amount they spend on a per-student basis. Variations between districts in expenditures on a per-special-education-student basis is often caused by differences between districts in the number of students with significant needs, differences in salary due to level of education and experience of staff, and differences in programs and service delivery models.

Special Education Expenditures per Student FY 2008



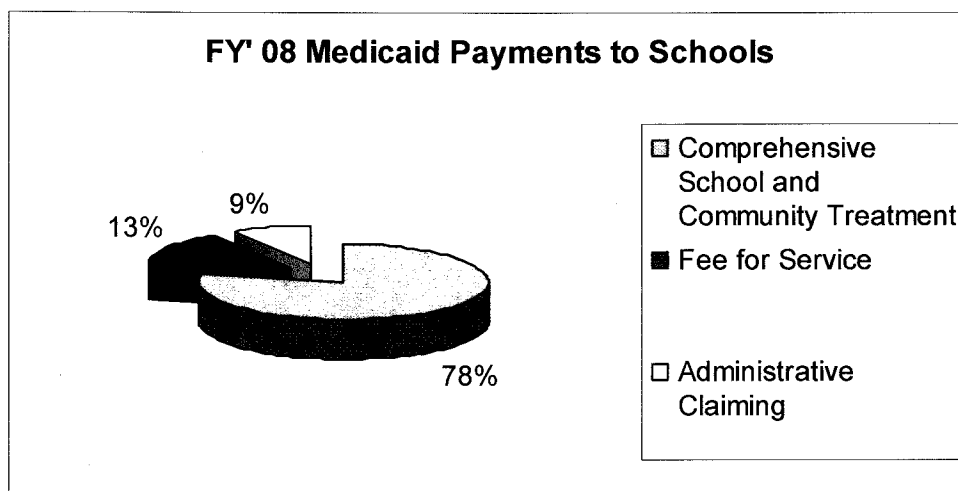
Source: State - Special education payment amount provided by OPI accounting. This graph represents federal and non-federal SPED expenditures excluding tuition payments for district residents placed in another district per Special Education Enrolled Student and Per Enrolled Student, Miscellaneous Program Fund, Impact Aid Fund, and Major Capital Outlay.

The first three districts are the same districts used as an example of the variability in special education expenditures from year-to-year. Districts D and E are large districts with enrollments in excess of 3,500 students. The above districts were selected for purposes of illustration of the variability between districts and are not typical. However, the selected districts serve as a good example of the difference between districts in their special education expenditures per special education student and the difference between districts in their special education expenditures per enrolled student. For example, in FY '08 District A spent approximately \$6,400 more than District C per special education student. On a per enrolled student basis, District C spent approximately \$784 more than District B.

Medicaid

The Office of Public Instruction (OPI) and the Health Resources Division of the Department of Public Health and Human Services (DPHHS) have collaborated on a number of projects that have increased reimbursement to districts for certain special education costs. Additionally, the collaboration has led to an expansion in school-based Mental Health Services. The collaborative efforts were intended to expand Medicaid support of certain medical services provided by schools (e.g., school psychology, transportation, personal care attendants), establish a program for administrative claiming, and reinstate a school-based mental health program known as Comprehensive School and Community Treatment (CSCT).

Revenue to school districts has increased markedly as a result of the multiagency collaborative. Districts only receive the federal share of the Medicaid payment. A certification of match process is used to pay the state share of the Medicaid payment. Therefore, all increases in revenue to districts have come without any increase in cost to the state's general fund.



Source: DPHHS, Health Resources Division

There are three programs that provide Medicaid reimbursement to districts: 1) Fee-for-service provides reimbursement for special education-related services such as speech therapy, occupational therapy, and physical therapy (FY '08 payments to districts totaled \$1,836,876); 2) Administrative claiming compensates school districts for some of the costs associated with administration of school-based health services such as helping to identify and assist families in accessing Medicaid Services and seeking appropriate providers and care (FY '08 payments to districts totaled \$1,261,663); and 3) CSCT services (FY '08 payments to districts totaled \$11,189,039). (Source for data on payments: DPHHS, Health Resources Division)

While fee-for-service and administrative claiming generally provided reimbursement for services already being provided by districts, the CSCT program was an expansion of services. The expansion re-established a school-based mental health program to help schools meet the growing need of serving children with serious emotional disturbance. The CSCT is a comprehensive planned course of treatment provided by Community Mental Health Centers in school and community settings. The CSCT services include: behavioral intervention, crisis intervention, treatment plan coordination, aftercare coordination and individual, group, and family therapy. Individualized treatment plans tailored to the needs of each student are developed by licensed mental health professionals in coordination with school staff.

Serious behavioral problems can significantly interfere with a student's education and the education of others. Community Mental Health Centers working in close cooperation with public school districts increase the likelihood that education and mental health programs are better coordinated. Because mental health professionals are present throughout the school day, they are available to intervene and redirect inappropriate behaviors and to teach appropriate behaviors and social skills at each opportunity. This "real-time" intervention in the "natural setting" promises to have a major impact on improving the effectiveness of children's mental health services and the quality of the educational environment for all children.

In FY '08, 2,188 children received CSCT services from 277 teams of therapists located in approximately 70 cities. (Source for data: DPHHS, Health Resources Division)

Nearly all Medicaid reimbursements to districts for CSCT services are directly paid under contract to Community Mental Health Centers. Districts spend their Medicaid reimbursement from administrative claiming and fee-for-service on a wide variety of educational services.

Part 3 - Accountability

Montana's State Performance Plan

The *Individuals with Disabilities Education Improvement Act of 2004* requires states to submit a State Performance Plan (Part B – SPP) outlining efforts to implement the requirements and purposes of Part B of the Act, and describes how the state will improve such implementation [20 U.S.C. 1416(b)(1)].

The primary focus of the Performance Plan is based on three key monitoring priorities for the Office of Special Education Programs of the U.S. Department of Education:

1. Provision of a **free appropriate public education** (FAPE) **in the least restrictive environment** (LRE);
2. the state exercise of **general supervisory authority**; and
3. **disproportionate representation** of racial/ethnic groups in special education and related services.

Within each of the three monitoring priorities, performance indicators established by the United States Secretary of Education quantify and prioritize outcome indicators for special education. The state uses these 20 performance indicators to establish measurable and rigorous targets with which to assess performance of both local educational agencies and the state over the next six years.

Statistical Methods Used

To ensure statistically sound data when evaluating the school district's or state's progress in meeting its established performance target, a minimum (N) and/or confidence intervals are applied to reduce the effect of small sample sizes on the determination of performance. Results based on small sample sizes have a wider margin of error than those based on large sample sizes. In other words, the larger the sample size, the greater the likelihood that the data are representative of the population and not due to random factors unrelated to student characteristics or educational programs, known as measurement or sampling error. The use of the minimum N and confidence intervals is intended to improve the validity and reliability of target determinations by reducing the risk of falsely identifying the state as having failed to meet the target, based on measurement/sampling error.

An identical statistical analysis is used in this report to evaluate regional progress in meeting the state's established performance targets for each of the five Comprehensive System of Personnel Development regions

CSPD Regional Performance

As part of its improvement activities, the OPI has enlisted the help of Montana's CSPD to develop and provide professional development opportunities related to several of the performance indicators in the State Performance Plan. The purpose of this report is to provide each CSPD region with an evaluation of its performance based on the state's established performance targets. The evaluation will be conducted on the Indicators where CSPD has been identified as a source to provide assistance with state improvement activities and where there are sufficient district data to do the evaluation. These indicators correspond to the performance

indicators evaluated in the District Public Reporting. District performance reports can be accessed using the following link: <http://data.opi.mt.gov/SppDistrictPublicReporting/>

Performance data for each CSPD Region are provided below. Assignment of a specific school district to a CSPD region is based on the counties within the CSPD Region border. Although the format includes data for all regions inviting comparisons, it is recommended that comparisons should be made with caution due to the variability between regions. Each CSPD region is unique in its number of districts and the students they serve.

Indicator 1 – Graduation Rates

The graduation rate for students with disabilities is a status graduation rate in that it utilizes a cohort method to measure the proportion of students who, at some point in time, completed high school. For further information as to the formula used in defining the cohort used in the calculation, please refer to Montana's State Performance Plan at <http://www.opi.mt.gov/SpecEd/index.html>.

The two tables below provide an evaluation of regional performance status (Table 1.2), and state performance status (Table 1.1) related to the State's Performance Target for graduation rates. These evaluations are based on the 2006-2007 school year. In addition, Table 1.1 includes the State Performance Target established for the 2007-2008 school year. State performance on this target will be reported in the 2009 Annual Performance Report due February 1, 2009.

Table 1. 1 Montana Graduation Rates for Students with Disabilities

School Year	Graduate Count for Special Education	School Leaver Cohort Total	Completion Rate for Special Education	SPP Performance Target for FFY 2006	State Performance Status
2006-2007	879	1275	68.9%	69.9%	Met Target
2007-2008				70.0%	

Table 1. 2 Montana Graduation Rates for Students with Disabilities by CSPD Region

CSPD Region	School Year	School Leaver Cohort Total	Graduate Count for Special Education	Region Completion Rate for Special Education	SPP Performance Target	Region Performance Status
Region I	2006-2007	140	93	66.4%	69.9%	Met Target
Region II	2006-2007	261	173	66.3%	69.9%	Met Target
Region III	2006-2007	282	210	74.5%	69.9%	Met Target
Region IV	2006-2007	254	167	65.7%	69.9%	Met Target
Region V	2006-2007	338	236	69.8%	69.9%	Met Target

Indicator 2 – Dropout Rates

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate is calculated by dividing the number of special education dropouts, ages 14-21, by the number of students in special education. The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

The two tables below provide an evaluation of regional performance status (Table 2.2), and state performance status (Table 2.1) related to the State's Performance Target for dropout rates. These evaluations are based on the 2006-2007 school year. In addition, Table 2.1 includes the State Performance Target established for the 2007-2008 school year. State performance on this target will be reported in the 2009 Annual Performance Report due February 1, 2009.

Table 2. 1 Montana Dropout Rates for Students with Disabilities

School Year	Special Education Dropout Count	Special Education Student Count, Ages 14-21	Special Education Dropout Rate	SPP Performance Target for FFY 2006	State Performance Status
2006-2007	352	6320	5.6%	5.8%	Met Target
2007-2008				5.6%	

Table 2. 2 Montana Dropout Rates for Students with Disabilities by CSPD Region

CSPD Region	School Year	Special Education Student Count, Ages 14-21	Dropout Count for Special Education	Region Completion Rate for Special Education	SPP Performance Target	Region Performance Status
Region I	2006-2007	724	44	6.1%	5.8%	Met Target
Region II	2006-2007	1037	88	8.5%	5.8%	Met Target
Region III	2006-2007	1489	70	4.7%	5.8%	Met Target
Region IV	2006-2007	1321	64	4.8%	5.8%	Met Target
Region V	2006-2007	1749	86	4.9%	5.8%	Met Target

Indicator 3 – Statewide Assessments

Indicator 3A – Meeting Montana's AYP Objectives for the Disability Subgroup

Adequate yearly progress (AYP) is measured using Montana's required 3rd-8th, and 10th grade criterion which referenced reading and math test scores, participation, attendance, and graduation rates. Each school's test scores are divided into 10 student groups based on race/ethnicity, economically disadvantaged, students with disabilities, and limited English proficiency. If any of the 10 student groups do not meet any of six AYP measurements, then the entire school or district is labeled as not meeting the federal AYP requirements. Further information regarding adequate yearly progress can be found on the NCLB Report Card found at <http://www.opi.mt.gov/ReportCard/index.html>.

For purposes of the IDEA – Part B State Performance Plan, states are required to report on the number of districts with a minimum N of 40 for the disability subgroup meeting Montana's AYP objectives.

The two tables below provide an evaluation of regional performance (Table 3.2), and state performance (Table 3.1) related to the State's Performance Target for school districts meeting the AYP objectives for the disability subgroup. These evaluations are based on the 2006-2007 school year. In addition, Table 3.1 includes the State Performance Target established for the 2007-2008 school year. State performance on this target will be reported in the 2009 Annual Performance Report due February 1, 2009.

Table 3. 1 Districts Meeting Montana's AYP Objectives for Disability Subgroup

School Year	Number of Districts Meeting Min N for Subgroup	Number of Districts Meeting AYP Objectives	Percent of Districts Meeting AYP Objectives	SPP Performance Target	State Performance Status
2006-2007	56	28	50.0%	39.0%	Met Target
2007-2008				40.4%	

Table 3. 2 Districts Meeting Montana's AYP Objectives for Disability Subgroup by CSPD Region

CSPD Region	School Year	Number of Districts Meeting Min N for Subgroup	Number of Districts Meeting AYP Objectives	Percent of Districts Meeting AYP Objectives	SPP Performance Target	Region Performance Status
Region I	2006-2007	8	5	62.5%	39.0%	Met Target
Region II	2006-2007	7	0	0.0%	39.0%	Did Not Meet Target
Region III	2006-2007	10	6	60.0%	39.0%	Met Target
Region IV	2006-2007	11	7	63.6%	39.0%	Met Target
Region V	2006-2007	20	10	50.0%	39.0%	Met Target

Indicator 3B – Participation Rates

Participation rates are calculated by dividing the number of special education students who participated in the Math assessment plus the number of special education students who participated in the Reading by the number of students in special education in all grades assessed times two. This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt). Note: The state performance target for participation of students with disabilities in assessments for the State Performance Plan under IDEA is not the same as used for the AYP determination.

The two tables below provide an evaluation of regional performance (Table 3.4), and state performance (Table 3.3) related to the State's Performance Target for participation rates of students with disabilities in state assessments. These evaluations are based on the 2006-2007 school year. In addition, Table 3.3 includes the State Performance Target established for the 2007-2008 school year. State performance on this target will be reported in the 2009 Annual Performance Report due February 1, 2009.

Table 3. 3 Participation Rates of Students with Disabilities in State Assessments

School Year	Number of Students with Disabilities - All Grades Assessed	Number of Students with Disabilities - Participation Count	Participation Rate for Students with Disabilities	SPP Performance Target	State Performance Status
2006-2007	19076	18585	97.4%	95.0%	Met Target
2007-2008				95.0%	

Table 3. 4 Participation Rates of Students with Disabilities in State Assessments by CSPD Region

CSPD Region	School Year	Number of Students with Disabilities in Grades Assessed	Number of Students with Disabilities Participating in State Assessment	Percent of Students Participating in State Assessment	SPP Performance Target	Region Performance Status
Region I	2006-2007	2152	2089	97.1%	95.0%	Met Target
Region II	2006-2007	2890	2776	96.1%	95.0%	Met Target
Region III	2006-2007	4170	4096	98.2%	95.0%	Met Target
Region IV	2006-2007	4330	4210	97.2%	95.0%	Met Target
Region V	2006-2007	5534	5414	97.8%	95.0%	Met Target

Indicator 3C – Proficiency Rates

Proficiency rates are calculated by dividing the number of special education students scoring Proficient or Advanced in the Math assessment plus the number of special education students scoring Proficient or Advanced in the Reading assessment by the number of students in all grades assessed times two. This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-AIt).

The two tables below provide an evaluation of regional performance (Table 3.6), and state performance (Table 3.5) related to the State's Performance Target for proficiency rates of students with disabilities on state assessments. These evaluations are based on the 2006-2007 school year. In addition, Table 3.5 includes the State Performance Target established for the 2007-2008 school year. State performance on this target will be reported in the 2009 Annual Performance Report due February 1, 2009.

Table 3. 5 Proficiency Rates of Students with Disabilities on State Assessments

School Year	Number of Students with Disabilities - All Grades Assessed	Number of Students with Disabilities - Proficient or Above	Performance Rate for Students with Disabilities	SPP Performance Target	State Performance Status
2006-2007	19076	6355	33.3%	32.0%	Met Target
2007-2008				32.0%	

Table 3. 6 Proficiency Rates for Students with Disabilities on State Assessments by CSPD Regions

CSPD Region	School Year	Number of Students with Disabilities - All Grades Assessed	Number of Students with Disabilities - Proficient or Above	Performance Rate for Students with Disabilities	SPP Performance Target	Region Performance Status
Region I	2006-2007	2152	661	30.7%	32.0%	Met Target
Region II	2006-2007	2890	792	27.4%	32.0%	Did Not Meet Target
Region III	2006-2007	4170	1351	32.4%	32.0%	Met Target
Region IV	2006-2007	4330	1561	36.1%	32.0%	Met Target
Region V	2006-2007	5534	1990	36.0%	32.0%	Met Target

Indicator 4 – Suspension and Expulsion Rates

The OPI compares the long-term suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students in order to determine if there is a significant discrepancy occurring with respect to long-term suspension and expulsion rates for students with disabilities. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

A statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .01 level of significance. This means, we are 99 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population; therefore, we can employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students is statistically significant for a specific school district, the school district is identified as having a significant discrepancy in the rates of long-term suspensions and expulsions of students with disabilities for the specific school year.

The two tables below provide a comparison between the long-term suspension and expulsion rates of students with disabilities and the rates of students without disabilities used in the evaluation of significant discrepancy.

Table 4. 1 Montana Long-Term Suspension and Expulsion Rates

School Year	Number of Special Education Students with Long-term Suspension or Expulsion	Special Education Child Count	Special Education Long-term Suspension or Expulsion Rates	Number of Regular Education Students with Long-term Suspension or Expulsion	General Education Enrollment	Regular Education Long-term Suspension and Expulsion Rates
2006-2007	129	16515	0.8%	400	143334	0.3%

Table 4. 2 Montana Long-Term Suspension and Expulsion Rates By CSPD Region

CSPD Region	School Year	Number of Special Education Students with Long-term Suspension or Expulsion	Special Education Child Count	Special Education Long-term Suspension or Expulsion Rates	Number of Regular Education Students with Long-term Suspension or Expulsion	General Education Enrollment	Regular Education Long-term Suspension and Expulsion Rates
Region I	2006-2007	28	1886	1.5%	69	13422	0.5%
Region II	2006-2007	23	2558	0.9%	102	23092	0.4%
Region III	2006-2007	33	3700	0.9%	63	30820	0.2%
Region IV	2006-2007	14	3538	0.4%	69	34073	0.2%
Region V	2006-2007	31	4834	0.6%	97	41927	0.2%

The IDEA Part B State Performance Indicator and Performance Target address the percent of districts identified as having a significant discrepancy in the rate of long-term suspensions and

expulsions for students with disabilities compared to the rate of long-term suspensions and expulsions of students without disabilities. This is a compliance indicator meaning that the state performance target for every year will be 0 percent of districts will be identified as having significant discrepancy.

The two tables below provide an evaluation of regional performance (Table 4.4) and state performance (Table 4.3) related to the State's Performance Target for the percent of districts identified as having a significant discrepancy in the long-term suspension and expulsion rates of students with disabilities. These evaluations are based on the 2006-2007 school year. In addition, Table 4.3 includes the State Performance Target established for the 2007-2008 school year. State performance on this target will be reported in the 2009 Annual Performance Report due February 1, 2009.

Table 4. 3 State Performance on Long-Term Suspension and Expulsion Rates

School Year	Number of LEAs (a)	Number of LEAs reporting long-term suspension and expulsions for students with disabilities	Number of LEAs identified with significant discrepancy (b)	Percent of LEAs identified with significant discrepancy (b/a)*100	SPP Performance Target	State Performance Status
2006-2007	425	51	0	0.0%	0.0%	Met Target
2007-2008					0.0%	

Table 4. 4 CSPD Region Performance on Long-Term Suspension and Expulsion Rates

CSPD Region	School Year	Number of LEAs (a)	Number of LEAs reporting long-term suspension and expulsions for students with disabilities	Number of LEAs identified with significant discrepancy (b)	Percent of LEAs identified with significant discrepancy (b/a)*100	SPP Performance Target	State Performance Status
Region I	2006-2007	91	11	0	0.0%	0.0%	Met Target
Region II	2006-2007	79	9	0	0.0%	0.0%	Met Target
Region III	2006-2007	87	6	0	0.0%	0.0%	Met Target
Region IV	2006-2007	86	6	0	0.0%	0.0%	Met Target
Region V	2006-2007	82	19	0	0.0%	0.0%	Met Target

Indicator 5 – Education Environment

The educational placement count of students with disabilities, ages 6-21, is part of the larger child count data collection that is conducted on December 1 of each year. The IDEA Part B State Performance Plan requires that we report annually on the percent of students with disabilities, ages 6-21, for the following educational placement categories:

- Regular Class: Removed from regular class less than 21 percent of the day.
- Full-time Special Education: Removed from regular class greater than 60 percent of the day.
- Combined Separate Facilities: A roll-up of public/private separate schools, residential placements, and home or hospital settings.

The educational environment rate is calculated by dividing the number of students, ages 6-21, in a particular educational environment by the number of students with disabilities, ages 6-21, in the district.

The two tables below provide an evaluation of regional performance (Table 5.2), and state performance (Table 5.1) related to the State's Performance Targets for the educational placement of students with disabilities. These evaluations are based on the 2006-2007 school year. In addition, Table 5.2 includes the State Performance Target established for the 2007-2008 school year. State performance on this target will be reported in the 2009 Annual Performance Report due February 1, 2009.

Table 5.1 Montana Educational Placement

SPP Indicator Number	Education Environment	Special Education Setting Count	Educational Placement Percent	2006-2007 SPP Performance Target	State Performance Status	2007-2008 SPP Performance Target
Indicator 5A	Removed from Regular Class < 21% of the day	8147	49.0%	48.5%	Met Target	48.5%
Indicator 5B	Removed from Regular Class > 60% of the day	2031	12.2%	12.5%	Met Target	12.5%
Indicator 5C	Served in Separate Facilities	214	1.3%	1.8%	Met Target	1.7%

Table 5.2 Montana Education Placement by CSPD Region

CSPD Region	School Year	SPP Indicator Number	Education Environment	Special Education Setting Count	Educational Placement Percent	SPP Performance Target	Region Performance Status
Region I	2006-2007	Indicator 5A	Removed from Regular Class < 21% of the day	869	46.1%	48.5%	Met Target
		Indicator 5B	Removed from Regular Class > 60% of the day	178	9.4%	12.5%	Met Target
		Indicator 5C	Served in Separate Facilities	5	0.3%	1.8%	Met Target
Region II	2006-2007	Indicator 5A	Removed from Regular Class < 21% of the day	1266	49.5%	48.5%	Met Target
		Indicator 5B	Removed from Regular Class > 60% of the day	380	14.9%	12.5%	Met Target
		Indicator 5C	Served in Separate Facilities	8	0.3%	1.8%	Met Target
Region III	2006-2007	Indicator 5A	Removed from Regular Class < 21% of the day	1471	39.8%	48.5%	Did Not Meet Target
		Indicator 5B	Removed from Regular Class > 60% of the day	643	17.4%	12.5%	Met Target
		Indicator 5C	Served in Separate Facilities	61	1.6%	1.8%	Met Target
Region IV	2006-2007	Indicator 5A	Removed from Regular Class < 21% of the day	2052	58.0%	48.5%	Met Target
		Indicator 5B	Removed from Regular Class > 60% of the day	340	9.6%	12.5%	Met Target
		Indicator 5C	Served in Separate Facilities	38	1.1%	1.8%	Met Target
Region V	2006-2007	Indicator 5A	Removed from Regular Class < 21% of the day	2487	51.4%	48.5%	Met Target
		Indicator 5B	Removed from Regular Class > 60% of the day	462	9.6%	12.5%	Met Target
		Indicator 5C	Served in Separate Facilities	38	0.8%	1.8%	Met Target

Indicator 6 – Preschool Settings

Data for this indicator was not reported in the 2008 Annual Performance Report due to revisions in Preschool Setting categories and definitions. Data for the 2007-2008 school year will be reported in the Annual Performance Report due February 1, 2009.

Indicator 7 – Preschool Outcomes

This Indicator is designed to follow a preschool student longitudinally while the student is participating in a preschool program. For purposes of this data collection all children who have an Individualized Education Program (IEP) **AND** are 3, 4, or 5 years of age participate in a preschool program. For reporting in the State Performance Plan and subsequent Annual Performance Reports, there are two sets of data that OPI will collect each year:

1. Entry-level data for preschool students with disabilities reported for the first time on Child Count (initial IEP).
2. Exit-level and progress data for preschool students with disabilities who have reported entry-level data six months prior to exiting.

Preschool outcome data is currently being collected through our annual child count and exiting data collections. However, due to the longitudinal design, baseline data and targets for this indicator will not be reported in the Annual Performance Report until February 1, 2010.

Indicator 8 – Parent Involvement

The OPI employs a sampling methodology to gather data for this indicator that is aligned with the five-year compliance monitoring cycle. Therefore, district performance for this indicator is only reported for districts monitored in the year in which data is being reported.

To report on this indicator, each of the survey respondents received a percent of maximum score based on their responses to the 26 items on the survey. A parent who has a percent of maximum score of 60 percent or above is identified as one who, on average, agrees with each item; as such, the family member is agreeing that the school facilitated their involvement.

The parent involvement rate is calculated by dividing the number of respondent parents who report the school facilitated parent involvement as a means of improving services and results for children with disabilities by the total number of respondent parents of children with disabilities.

The two tables below provide an evaluation of regional performance (Table 8.2), and state performance (Table 8.1) related to the State's Performance Targets for the educational placement of students with disabilities. These evaluations are based on the 2006-2007 school year. In addition, Table 8.1 includes the State Performance Target established for the 2007-2008 school year. State performance on this target will be reported in the 2009 Annual Performance Report due February 1, 2009.

Table 8. 1 Montana Parental Involvement Data

School Year	Number who reported school facilitated their involvement	Total number of parent respondents	Percent who reported school facilitated their involvement	SPP Performance Target	State Performance Status
2006-2007	367	533	68.9%	65.5%	Met Target
2007-2008				65.5%	

Table 8. 2 Montana Parental Involvement Data by CSPD Region

CSPD Region	School Year	Total Number of Parent Respondents	Number who reported school facilitated their involvement	Percent who reported school facilitated their involvement	SPP Performance Target	Region Performance Status
Region I	2006-2007	64	31	48.4%	65.5%	Did Not Meet Target
Region II	2006-2007	16	9	56.3%	65.5%	Did Not Meet Target
Region III	2006-2007	304	202	66.4%	65.5%	Met Target
Region IV	2006-2007	0	0	0.0%	65.5%	Met Target
Region V	2006-2007	151	97	64.2%	65.5%	Did Not Meet Target

NOTE: There were no school districts monitored during the 2006-2007 school year in CSPD Region IV.

Indicator 9 – Disproportionate Representation

This indicator evaluates disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

The OPI employs multiple measures to determine if a school district has disproportionate representation based on inappropriate identification procedures. District performance reported in the Annual Performance Report is whether or not the district is identified as having a disproportionate representation due to inappropriate practices. This is a compliance indicator meaning that the target for each year of the State Performance Plan will be 0 percent of districts have been identified as having disproportionate representation due to inappropriate identification procedures.

First, the OPI conducts a statistical analysis of school district data to identify districts that have a statistically significant difference in identification rates resulting in the determination of disproportionate representation. A school district is determined to have disproportionate representation (either under-representation or over-representation) if, given a minimum N of 10, a district demonstrates a statistically significant difference in the proportion of students with disabilities of a specific racial/ethnic group receiving special education compared to the proportion of students with disabilities in all other racial/ethnic groups receiving special education, within a 99 percent confidence interval.

Second, when the statistical analysis of a school district's data indicates there is disproportionate representation (either under or over), the OPI informs the district of its determination and conducts a review of the district's policies, practices, and procedures to ensure identification is not the result of inappropriate identification.

Table 9.1 Montana Disproportionate Representation

School Year	Number of LEAs Reviewed (a)	Number of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures (b)	Percent of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures $\% = (b/a) \times 100$	SPP Performance Target	State Performance Status
2006-2007	427	0	0.0%	0.0%	Met Target
2007-2008				0.0%	

Table 9.2 District Review of Disproportionate Representation by CSPD Region

CSPD Region	School Year	Number of School Districts	Number Identified With Disproportionate Representation	Number Identified with Disproportionate Representation Due to Inappropriate Identification
Region I	2006-2007	91	1	0
Region II	2006-2007	79	0	0
Region III	2006-2007	87	3	0
Region IV	2006-2007	86	0	0
Region V	2006-2007	82	0	0

Although there were several school districts identified as having disproportionate representation of racial/ethnic groups in special education, after a review of policies, practices, and procedures, there were no school districts identified as having disproportionate representation of racial and ethnic groups **due to inappropriate identification practices**. Therefore, all CSPD Regions have met this state performance target.

The table below provides information on the racial/ethnic group and type of disproportionate representation for the four school districts.

Table 9. 3 Districts Identified with Disproportionate Representation

CSPD Region	School Year	School District	Racial/Ethnic Group	Disproportionate Representation Status
Region I	2006-2007	District A	American Indian/Alaskan Native	Over-Representation
Region III	2006-2007	District B	White, Non-Hispanic	Under-Representation
Region III	2006-2007	District C	White, Non-Hispanic	Under-Representation
Region III	2006-2007	District D	White, Non-Hispanic	Under-Representation

Indicator 10 – Disproportionate Representation - Disability Categories

Evaluation of district performance for this indicator involve the same multiple measures employed for Indicator 9. Again, this indicator is a compliance indicator meaning that the target for each year of the State Performance Plan will be 0 percent of districts have been identified as having disproportionate representation in specific disability categories due to inappropriate identification procedures.

Table 10. 1 Montana Disproportionate Representation in Specific Disability Categories

School Year	Number of LEAs Reviewed (a)	Number of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures (b)	Percent of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures % = (b/a)*100	SPP Performance Target for FFY 2006	State Performance Status
2006-2007	427	0	0.0%	0.0%	Met Target
2007-2008				0.0%	

Table 10. 2 District Identified with Disproportionate Representation-Specific Disabilities

CSPD Region	School Year	Number of School Districts	Number Identified With Disproportionate Representation	Number Identified with Disproportionate Representation Due to Inappropriate Identification
Region I	2006-2007	91	0	0
Region II	2006-2007	79	0	0
Region III	2006-2007	87	0	0
Region IV	2006-2007	86	0	0
Region V	2006-2007	82	0	0

There were no school districts identified as having disproportionate representation of racial and ethnic groups in specific disability categories **due to inappropriate identification practices**. Therefore, all CSPD Regions have met this state performance target.

Indicator 11 – Child Find

The OPI employs a sampling methodology to gather data for this indicator that is aligned with the five-year compliance monitoring cycle. Therefore, school district performance for this indicator is only reported for districts monitored in the year in which data is being reported. During the compliance monitoring process, the OPI reviews a sample of student records for students who have been initially evaluated for special education services. This review includes a comparison of the date of the school district's receipt of written parent permission for evaluation to the date that the evaluation was completed to ensure that the evaluation was conducted in accord with the 60-day timeline.

The evaluation rate is calculated by dividing the number of reviewed IEPs for students whose eligibility was determined within the 60-day timeline by the total number of reviewed IEPs for students for whom parental consent to evaluate was received.

The table below presents the state's performance data for this indicator that was reported in the Annual Performance Report submitted on February 1, 2008. This is a compliance indicator meaning that the performance target is 100 percent of children, with parental consent to evaluate, will be evaluated within 60 days unless there was an exception to the timeframe in accord with the provisions stated in Sec. 614(a)(1)(C)(ii).

Table 11. 1 Montana Performance Target Status

School Year	Number of Children for whom Parent Consent to Evaluate was Received	Number of Children whose Evaluations were Completed within 60 days	Percent of Children with Parent Consent Evaluated within 60 days	SPP Performance Target for FFY 2006	State Performance Status
2006-2007	260	222	85.4%	100.0%	Did Not Meet Target

The following table presents the region's performance status for the 2006-2007 school year.

Table 11. 2 CSPD Region Performance Target Status

CSPD Region	School Year	Number of Children for whom Parent Consent was Received	Number of Children whose Evaluations were Completed within 60 days	Percent of Children with Parent Consent Evaluated within 60 days	SPP Performance Target	Region Performance Status
Region I	2006-2007	40	39	97.5%	100.0%	Did Not Meet Target
Region II	2006-2007	1	1	100.0%	100.0%	Met Target
Region III	2006-2007	45	41	91.1%	100.0%	Did Not Meet Target
Region IV	2006-2007	154	121	78.6%	100.0%	Did Not Meet Target
Region V	2006-2007	20	20	100.0%	100.0%	Met Target

Indicator 12 – Part C to Part B Transition

In collaboration with the lead agency for the IDEA Part C Early Intervention Program, the OPI collects data from specific school districts in order to evaluate performance for this indicator. Therefore, performance data reported are for those districts who received a referral for IDEA Part B eligibility determination from the IDEA Part C Early Intervention Program.

The OPI receives child-specific referral data from each Part C provider that includes the name of the LEA receiving the referral and the date of the referral. The OPI contacts each LEA to collect additional data, including the following: date of eligibility meeting, eligibility determination

outcome, date of the initial IEP, and any reasons for delay if the initial IEP was not implemented by the child's third birthday.

The indicator rate, the percent of children found eligible for Part B and who have an IEP developed and implemented by their third birthday, is calculated by dividing the number of children found eligible and have an IEP developed and implemented by their third birthday by the number of children referred by Part C to Part B for eligibility determination.

This is a compliance indicator meaning that the state's performance target will be 100 percent for each year of the State Performance Plan.

The table below presents state performance data for this indicator as reported in the Annual Performance Report submitted February 1, 2008.

Table 12.1 Montana Performance Target Status

School Year	Number of Children Referred By Part C to Part B for Eligibility Determination	Children found Eligible for Part B and Who Have an IEP Developed and Implemented by Their Third Birthday	Percent of Children Referred by Part C Prior to Age 3, Who Are Found Eligible for Part B, and Who Have An IEP Developed and Implemented By Their Third Birthdays	SPP Performance Target	State Performance Status
2006-2007	107	51	61.4%	100.0%	Did Not Meet Target
2007-2008				100.0%	

The following table presents performance data by CSPD Region for this indicator.

Table 12.2 CSPD Region Performance Target Status

CSPD Region	School Year	Number of Children Referred by Part C to Part B for Eligibility Determination (a)	Number of Children Found Not Eligible or Parent Caused Delays In Evaluation (b)	Number of Children found Eligible for Part B and Who Have an IEP Developed and Implemented by Their Third Birthday (c)	Percent of Children Referred by Part C Prior to Age 3, Who are found eligible for Part B and Who Have An IEP Developed and Implemented by Their Third Birthday % = c/(a-b)	SPP Performance Target	Region Performance Status
Region I	2006-2007	17	6	5	45.5%	100.0%	Did Not Meet Target
Region II	2006-2007	28	8	17	85.0%	100.0%	Did Not Meet Target
Region III	2006-2007	46	5	25	61.0%	100.0%	Did Not Meet Target
Region IV	2006-2007	16	5	4	36.4%	100.0%	Did Not Meet Target
Region V	2006-2007	0	0	0	0.0%	100.0%	Met Target

Note: CSPD Region V did not have any referrals from Part C to Part B. Therefore, they have met the state's performance target.

Indicator 13 – Secondary Transition with IEP Goals

The OPI employs a sampling methodology to gather data for this indicator that is aligned with the five-year compliance monitoring cycle. Therefore, district performance for this indicator is only reported for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records for students, ages 16 and older, to ensure their IEPs include coordinated, measurable, annual goals and transition services that will reasonably enable students to meet post-secondary goals.

The secondary transition IEP goals rate is calculated by dividing the number of reviewed IEPs for students, aged 16 and older, that include coordinated, measurable, annual IEP goals and transition services by the total number of reviewed IEPs for students aged 16 and older.

The table below presents the state performance related to this indicator as reported in the Annual Performance Report submitted February 1, 2008. This is a compliance indicator and as such the state's performance target will be 100 percent of IEPs for students, ages 16 and older, will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals for each year of the State Performance Plan.

Table 13. 1 Montana Performance Target Status

School Year	Number of IEPs Reviewed	Number of IEPs with Transition Goals	Percent of IEPs with Transition Goals	SPP Performance Target	State Performance Status
2006-2007	66	42	63.6%	100.0%	Did Not Meet Target
2007-2008				100.0%	

The following table presents the evaluation of CSPD Regional performance related to this indicator.

Table 13. 2 CSPD Region Performance Target Status

CSPD Region	School Year	Number of IEPs Reviewed	Number of IEPs with Transition Goals	Percent of Secondary Transition with IEP Goals	SPP Performance Target	Region Performance Status
Region I	2006-2007	13	10	76.9%	100.0%	Did Not Meet Target
Region II	2006-2007	7	6	85.7%	100.0%	Did Not Meet Target
Region III	2006-2007	16	5	31.3%	100.0%	Did Not Meet Target
Region IV	2006-2007	20	13	65.0%	100.0%	Did Not Meet Target
Region V	2006-2007	10	8	80.0%	100.0%	Did Not Meet Target

Indicator 14 (New Indicator): Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

Montana Post-School Survey Results for the 2005-2006 School Year

Number of Youth with Disabilities Not In Secondary School (a)	Number of Youth with Disabilities Employed And Enrolled (b)	Number of Youth with Disabilities Competitively Employed (c)	Number of Youth with Disabilities Enrolled in Postsecondary School (d)	Percent of Youth with Disabilities Competitively Employed and/or Enrolled % = $[(b+c+d)/a]$	Number of Youth with Disabilities NOT Employed and/or Enrolled (e)	Percent of Youth with Disabilities NOT Employed and/or Enrolled % = (e/a)
1247	159	377	37	46.0%	142	11.4%

Post-school outcome data will be directly reported by school districts through tracking youth who had IEPs and are no longer in secondary school in spring of 2007. Baseline was reported in the State Performance Plan.

Improvement Activities: The OPI is revising its current electronic exiting data collection to include post-school outcomes data and ensure this data requirement is incorporated in the AIM system.

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible, but in no case later than one year from identification.

The OPI has a comprehensive system of general supervision that includes a review of IDEA Part B applicants' policies and procedures to ensure consistency with IDEA Part B

requirements. It also includes procedures for formal complaints and due process hearings and mediation, an Early Assistance Program (EAP) to resolve issues prior to their becoming formal complaints or going to due process. It provides a compliance monitoring process based on a five-year cycle, and a focused intervention system based on selected performance indicators.

Each component of the general supervision system includes procedures for tracking data to ensure requirements and timelines are addressed in a timely manner. Analysis of data from the 2005-2006 school year shows that all timelines for due process hearings, mediations and formal complaints have been met 100 percent of the time.

Monitoring data for 2006-2007 was analyzed and reported in the Annual Performance Report.

Improvement Activities: The OPI will revise its Focused Intervention activities to better align with State Performance Plan indicators; continue to ensure timelines are addressed; review the status of corrective action plans on a monthly basis; provide follow-up to school districts to ensure they are moving toward completion of corrective action plans; and implement sanctions, as appropriate, to ensure school districts complete required corrective action plans.

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

Only one complaint was received in 2006-2007. It was resolved through the Early Assistance Program.

Improvement Activities: The OPI will continue to work at reducing the number of complaints by providing timely technical assistance to districts and using part-time seasonal personnel to serve in a technical assistance capacity to resolve conflicts.

Indicator 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

In 2006-2007 there were no fully adjudicated due process hearing requests.

Improvement Activities: The OPI will continue to provide annual training to hearing officers and track timelines for due process hearings to ensure compliance.

Indicator 18 (New Indicator): Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

Districts must convene the 30-day resolution session in a timely manner following the IDEA statute requirements and, if requested, the OPI may provide technical assistance. Baseline data was collected during the 2005-2006 school year and will be reported in the State Performance Plan.

One resolution session was held which resulted in a written agreement.

Improvement Activities: The OPI will continue to respond to any requests from school districts for assistance in establishing procedures for successful resolution sessions.

Indicator 19: Percent of mediations held that resulted in mediation agreements.

Established procedures allow either party to request mediation. For mediation to proceed, both parties must agree to the mediation.

Three mediations resulted in two written agreements

Improvement Activities: The OPI will continue to provide training to school districts, parents and parent advocacy groups about the mediation process and make trained mediators available to schools and parents at no cost when requested.

Indicator 20: State-reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

The OPI has consistently met designated timelines 100 percent of the time over the past five years. Data are reviewed and validation checks performed to ensure accuracy of the submitted data.

Improvement Activities: The OPI will continue to provide technical assistance for data submission and ensure that the AIM system includes all required data elements.